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THIRD SESSION, FORTY-FIRST CONGRESS.

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# REPORT

OF THE

# SECRETARY OF THE INTERIOR,

BEING PART OF

# THE MESSAGE AND DOCUMENTS

COMMUNICATED TO THE

## TWO HOUSES OF CONGRESS

AT THE

## BEGINNING OF THE THIRD SESSION OF THE FORTY-FIRST CONGRESS.

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# REPORT

OF THE

# COMMISSIONER OF EDUCATION.

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# REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
*Washington, D. C., October* 27, 1870.

SIR: Less than eight months have elapsed since I entered upon the duties of this office. I found that the entire working force of this Bureau at that time consisted of two clerks, at a salary of $1,200 each, and that the rooms assigned to its use were so crowded with books, pamphlets, and desks as to be wholly unfit for successful clerical work.

The aid you were able to afford me, by the detail of an additional clerk, was of great service. The efficiency of the office was further increased by the favorable action of Congress in passing the law of July 12, 1870, allowing three clerks, one at $1,800, one at $1,600, and one at $1,400, and a messenger at $840, and also making an appropriation of $3,000 for additional work in compiling statistics and preparing reports.

Since September the work has been greatly facilitated by the transfer of the office to the more ample quarters supplied by your order. The office had already experienced various vicissitudes of fortune. First established as an independent Department, it was afterward reduced to an office in the Interior Department, where now the law styles it a Bureau. The salary of the Commissioner, originally $4,000, had been diminished to $3,000. The compensation of the clerical force had suffered a corresponding reduction. In addition to the difficulties and limitations in the office itself, I was at once made conscious of most serious obstacles, arising not only from a general misapprehension with regard to the character and objects, but from a failure to see any necessity for the existence, of the Bureau.

The idea of national attention to education, as well as to agriculture, had been urged in vain by Washington and his compeers, and repeated from time to time by many of our most patriotic statesmen, until finally the special action of a convention of school superintendents, in a well-considered memorial to Congress, led to the enactment of a law, approved March 2, 1867, establishing a Department of Education "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The purpose of the Department was thus clearly stated and its work

fully defined in the law establishing it, but the publication of its reports and documents has been on a scale so limited as not to give to the country at large any general knowledge of the amount or utility of the labor performed. The number and variety of applications made to this office for reports, documents, statistics, and educational information of every kind, coming from every section of our country, and from foreign countries, would, I think, convince the most skeptical that there was urgent demand for some such center of information, at least.

The small edition of the only report which had been published by the Department was soon exhausted. No copies remained when I assumed these duties. Much information, including school statistics and discussions of associated topics, at home and abroad, had been collected. A very large share of these collections, of immediate and special value to teachers, had waited at least two years for publication. Previously made familiar, by experience and observation, with the direction of educational inquiries in the country, I have been specially impressed with the national responsibility in regard to them, in my endeavors to answer the correspondence addressed to this office. The extent and variety of answers required compelled the most economical methods, and made it necessary that I should consult the most apparent educational demands, and endeavor to meet them, as far as lay in the capacity of the office.

The inquiries respecting the establishment of and improvements in State, city, university, and technical systems of education, and with regard to various methods of instruction and discipline, sometimes involving the discussion of theories, and the classification and comparison of facts, scattered through all the various countries, and running back to the earliest observations respecting the training and culture of the young, altogether so entirely beyond the clerical ability of the office to answer, soon revealed to me how little those understood the nature or extent of the public demand for the office who unwisely sought to limit or to destroy it. Every mail brought a demand for printed documents, which could only be answered by the information that they were not in existence. Again and again educators and agents of foreign countries applied for statements of the statistics of education in America, which had never been made out, and for the preparation of which the data had never been collected, the nearest approach being the reports on the subject published by foreign governments, prepared by gentlemen who had visited this country, and who had been largely indebted to my predecessor for the materials used.

In our country the attention turned to illiteracy by the facts brought out in connection with the late war, and the means adopted for the restoration of peace, especially the adoption of the fifteenth amendment to the Constitution of the United States, defining the right to vote and making that right so nearly universal, revealed the anxiety awakened in the patriotic minds of our people that intelligence and virtue should

be at least equally extended and assured. Many sought these various facts as exhibited in the different sections of the country; the questions cannot be easily characterized: The number of those who can, and of those who cannot, read and write; the ratio of the illiterate to the total population; methods and instrumentalities for awakening an interest in education, and establishing schools in various portions of the South; the bearing of knowledge or ignorance on the well-being of communities and the productiveness of industries.

In the midst of these questions coming up from numerous quarters, the House of Representatives in May passed a resolution inquiring respecting the progress and condition of education in the South. There was still considerable question in Congress as to how far the capacity of the office should be increased, the work becoming enormous for the force at command, while the uncertainty in this respect prevented the laying of any extended plans of operations for the future. Seeking always to attend promptly, as far as possible, to the correspondence, I was compelled to forego all other work for the time to answer the above-named House resolution, entertaining the hope that the publication of the material collected by my predecessor, and of the special report of the facts in the South, would enable me, in a measure, to answer the correspondence with printed matter, and so allow my attention to be turned to the advancement of some general plan of office work. But Congress adjourned without ordering the publication of either of the several reports. Correspondence was, consequently, the only means left to the office by which to meet the demands upon it for information.

Your order, however, for the publication of a circular of information in August gave great relief in this respect. Three thousand copies have been distributed, and the number printed will not supply the demand. Indeed, there has been no form of printed information on educational subjects at my command, neither speeches in Congress, addresses by our educators at their conventions, reports of State and city superintendents, or of universities, colleges, or special schools, but what has been laid under contribution and sent to inquirers in various sections of the country. A very large amount of the journals and other writings of Hon. Horace Mann were presented for gratuitous distribution by Mrs. Mann.*

I took the liberty of suggesting to different State, county, and city

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* I take the liberty to give the following extract from a letter recently received from Mrs. Mann, throwing light on the pioneer labors of her distinguished husband and suggestive of encouragement to those now similarly engaged:

"The preparation of the abstracts was an enormous work that took three solid months in the year of long days of labor. The manuscripts from which they were collated stood a pile of three feet in height from the floor, and their writers were often so illiterate that the words ran into each other all across the page and were spelled wrong individually besides; but we learned by degrees to decipher them, and sometimes found that very badly spelled reports were written by very original and intelligent school committee-men who had never subdued our rebellious spelling."

superintendents the desirableness of the adoption, by every one, of the plan, already working so well in many places, of making each office of supervision a center for the collection and preservation of works and reports on education and school apparatus, proposing to them and to foreign educators to aid in establishing a system of exchange by which the usefulness of all these aids to education would be greatly extended. In the furtherance of this plan, special aid has been extended by numerous superintendents and teachers, and I have received and sent out thousands of books and pamphlets to inquirers and educators in this and foreign countries. The work is hardly begun, and yet it already gives promise of large and most useful results. Our own country is greatly deficient in these collections of educational aids. There should, at least, be a specimen of text-books and other school works, of apparatus, of plans of school architecture, &c., at the national capital and at the capital of each State, and, in connection with the system of education, in each of the large cities. Indeed, the more widely we can multiply and extend this plan, the better.

Nothing in the way of gathering apparatus had been attempted by this office; there had been no opportunity. The Bureau had, however, the advantage of the most complete collection of educational reports, statistics, and authorities, both American and foreign, existing in the country. It included the private educational library of the late Commissioner, Hon. Henry Barnard, LL. D., the product of a lifetime of assiduous labor. It is particularly rich in reports and catalogues, and is a great repository of educational information, and should unquestionably, in due time, be purchased by the Government for the permanent use of this office.

Since our occupation of larger quarters I have undertaken the beginning of a collection of apparatus and text-books, which I hope will be extended until it includes every improvement made in this direction either among our own people or in foreign lands.

In the midst of the confused pressure of these numerous demands, which could not be systematically met by my inadequate clerical force, which allowed me to merely acknowledge the receipt of correspondence, but compelled me to defer a full answer, I sought to push those inquiries and accumulate the materials necessary for a national report on education in the United States.

In the act of Congress establishing a Department of Education, which now regulates the conduct of this Bureau, the Commissioner is required "to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this Department is established."

How difficult and perplexing this undertaking I will not attempt to describe. Much had been done by my predecessor to facilitate it; yet no general report had been published. The vast field stretched out

from ocean to ocean, from gulf to lake, penetrated by no general system, but presenting the greatest variety and diversity of facts. Early, however, on entering upon my duties, a plan was sketched and work directed accordingly. My object has been to exclude no fact which conveyed an educational lesson or suggestion to the American people. I would, if possible, by every statement and allusion, aid in correcting the too prevalent erroneous ideas in regard to education. Why should it be limited to what is done in the school-room or to the curriculum of the college, or of the professional and industrial schools? Why should not every parent feel that the education of man here begins with the cradle, and every citizen carry about with him the conviction that it ends only with the grave, and shape American education so as to comprehend those limits in every life, and enable it to reach the highest possible attainments? In this ideal every educational force, whether affecting body or mind, in childhood or age, of the individual or communities, would have its appropriate place. Educators must lift this conception up before the people; the public mind must grow into an apprehension of it. The great educational instrumentalities must come to adjust themselves to their appropriate places in it. Then they will find no room for conflict, no occasion for disparagement. What is so generally termed education, that work limited to elementary, secondary, and superior instruction, will present a harmony excelled only by that of the spheres; each study, the languages, ancient and modern, and the sciences and arts and industries, will have its place, and all these will be supplemented by the work of the home, the press, the pulpit, the forum, the work shop, the making, the administration, and adjudication of laws, presenting a structure of society penetrated by principles illustrating correctly the relation of the human and the divine; a structure, which wherever it touches human life restrains all its tendencies to vice, crime, and degradation, and inspires it to efforts of intelligence and virtue.

A report on American education, based on this idea, though only what should have been begun at the organization of the nation, and grown with its growth and by its annual issues inspired the improvement of every human condition in the land, having been so long neglected, when first suggested to many educators, naturally would not be understood, and would be compelled to wait somewhat for universal coöperation. Accordingly, some time elapsed before the inquiries of the Bureau began to receive from every quarter the answers desired. The last two months, however, have brought together far more material than the working force of the office could handle satisfactorily. A somewhat careful count and estimate of the different persons who have contributed material by correspondence or sending pamphlets, places the number above four thousand. Not attempting to be historical, it has some data extending over a period of several years, and in a few cases reaching back to the origin of the State or city systems, affording considerable aid for a comparison of the past with the present.

The papers on special topics have been introduced to meet some special necessity pressed upon my attention, or to turn the inquiries of educators in directions where they may find immediate and advantageous results. The names of the writers are attached. Each has had some peculiar opportunity or advantage for the preparation of the paper presented. In each case this office has endeavored to furnish the statistics, and to be as sure as possible of their correctness. In the preparation of these papers the writers have had perfect freedom in the expression of their own opinions; and I have preferred that their different views should be thus presented, in order to afford opportunity for comparison, by which the most satisfactory conclusions may be reached.

## ABSTRACTS OF STATE AND CITY SCHOOL REPORTS.

These abstracts constitute a large share of the accompanying papers. They present the most correct view of what is done and what is not done in the various State systems of education. The diversity is very great. The particulars in which there is complete similarity are few. There is hardly any topic in the wide range of educational subjects which is not treated, not merely in theory, but generally in connection with some illustrative fact. The facts presented are, as they purport to be, abstracts of the reports in hand, seldom modified by more recent information from other sources. The only exceptions are in the facts drawn from the work done in the South by the Freedmen's Bureau, the Peabody fund, and the benevolent associations. How much these endeavors have been needed, and how much they have accomplished, cannot be better understood than by a study of these abstracts.

Looking exclusively at the favorable results presented, they are well calculated to inspire American pride. In no country in the world, it is believed, is there a larger actual expenditure of money for purposes of education. Certainly none offers a parallel in private munificence,* or in the excellence of its school buildings, as they are to be found in some of our communities. But looking at the amount accomplished by the outlay, it will be observed that great private munificence and public expenditure are by no means universal throughout the country. They operate in this large degree only in sections. In others, there is a corresponding inadequacy of expenditure and of result. Should the same degree of endeavor and expense become universal in all the States, cities, and country districts, how vast, compared with other countries, how satisfactory, would be the result to American patriotism. Comparing the effort made, the money expended, and the amount accomplished, with similar particulars, in the Prussian system, theirs will undoubtedly be found to excel the American in economy, in the universality of in-

* It was my intention to note the contributions from private sources to educational purposes during the year, in the way of endowment and otherwise, so as to have given the approximate amount; but I have found it impossible to do so with sufficient accuracy to warrant the insertion of the results.

telligence, in the training of teachers, and in the ratio of highly trained, scientific, and literary minds to the whole population.

President Folwell, of the University of Minnesota, recently observed:

> Talk as glibly and proudly as we may of our educational systems, we have not yet, in any of our States, more than the beginning of an orderly, catholic, and comprehensive system. With a world-wide fame for our free schools, with civil institutions not merely tolerating, but presupposing and demanding, the coördination of educational agencies, we Americans, accustomed as we are to organize and coöperate, stand far behind many European nations in this matter of the organization of education in general.
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> Prussia, France; Switzerland, Italy, Greece, have for many years had all their schools, colleges, and universities, public and private, so coördinated and subordinated as to form harmonious systems.

Preserving all the excellencies of what has been accomplished, American educators should bring under view all facts which will help their work forward in our unceasing struggle toward perfection. The reports of States and cities and of this office should be held responsible to the public for a fair and full presentation of those facts. They should constitute the documents to be studied for the philosophical guidance of millions of educators. Is it not fair to expect that the greatest stranger taking up every class of these reports should be able to obtain a correct idea of educational institutions of all grades within the territory covered by the report, be it city, county, State, or nation? Some State and city reports are beginning to do this; many yet do not attempt it.

Taking the Massachusetts report as an illustration: it is very voluminous and full of interest, both in its account of the origin and history of the public schools and in its minute picture of their operations at the present day, with extracts from the local, district, and town reports, showing how widespread is the active interest felt in the public schools by the citizens; still there remains the fact that a stranger, looking to this report for his knowledge of the position of Massachusetts in the educational world, can ascertain almost nothing with regard to any institution of higher learning in the State, such as Cambridge, Amherst, Williams, and Tufts. Her technical and professional schools are all ignored. The statistics of the incorporated academies are now included. Neither, in that report, can any correct idea be obtained of the marvelous work done in the State by her various institutions established for the benefit of those suffering from the several physical, mental, and moral abnormal conditions of her sons and daughters, her schools for idiots, for juvenile offenders, for deaf and dumb and blind, and her asylums for the insane.

The Illinois report is prominent among those giving a full idea of this last class of institutions.

The explanation of this doubtless would be that the Massachusetts report professed to deal only with the system of free public schools. It seems to show, however, the difficulty that exists in obtaining any comprehensive view of what is being done for education in any State—a very serious view when one's only source of information is the published re-

port. This difficulty, which has been encountered by foreign observers at every step of their investigations, is no trifling one. When it comes to be more generally understood that education is not only a matter of the primary district schools, but also of the higher institutions of learning, we may hope for more completeness and uniformity in the educational reports of the several States. As an account of the public schools, however, this report is most satisfactory. The epigrammatic sentences extracted from the various city and town reports will be found of special interest, and suggest, what is undoubtedly true, that no community of equal size has the same number of persons so competent to direct school affairs.

The last Connecticut report, on the other hand, presents in part an illustration of the appropriate recognition of the higher professional and supplementary institutions of learning in the State. The people get an idea of Yale, that has so greatly caused and crowned the glory of the State. Her population, into whose hands this report falls, learn of the Sheffield Scientific School, and the forty scholarships made free to them to use, if they will qualify themselves to undertake its excellent curriculum. The appropriate insertion of this information in city and town reports would be altogether in the interest of these institutions, as well as to the benefit of the people at large.

The New York report ably shows the need of thus presenting all the educational institutions in the State in one view.

The extent to which the reports are circulated, from which these abstracts are taken, is also especially worthy of remark. It is gratifying that Ohio publishes 18,000 copies, as it is surprising that New Hampshire publishes but 1,500; while we are altogether unprepared for the wisdom of the suggestion that Boston should issue but 2,500 for its citizens.

The educating power of that old custom in the original towns of the country, which brought every civil question of importance before the whole body of the citizens, should not be forgotten. This debate and vote upon every school question, in open town meeting, has brought home the support of schools in the towns of New England as in no other sparsely settled communities; for the city, the State, and the nation the report is the only substitute offered save that of the newspaper press. But however much the press in this form may exert its vast power for the information of the people, there remains a great necessity for information, in a more permanent form, upon which the public judgment can be formed and public action taken. Educators have not merely to educate each generation in childhood, but to educate each generation of adults into the sentiments upon which the intelligent and wise conduct of school and home instruction must depend. What is accomplished for those enrolled needs to be constantly compared with what should be done for the entire population of school age. The attention and

sympathy of all interested should be turned to the entire work which the school system ought to do.

Some of the reports, those of Ohio, Pennsylvania, and Illinois, indicate how much may be accomplished, while no points are omitted, by turning the educational efforts of the State for the year, particularly to certain special needs, and reporting the results obtained. These reports seldom give the condition of lands and of deposits furnished by the United States, the income of which is set apart for the purposes of education. The Kansas report brings prominently forward the diversion of the United States grants of lands for schools to other than school purposes. The superintendent of schools in Missouri observes that the reckless management of the school funds calls urgently for legislation. The report from Iowa points out the unsatisfactory condition of the school fund of that State, as at present mismanaged.

Different parties in Oregon call attention to the act recently passed by the legislature of that State, and signed by the governor, which appropriates to the object of internal improvements the proceeds of certain lands set apart, as they believe, by the constitution of the State for the support of common schools therein. The facts and any action that may be necessary must be left entirely to the discretion of Congress, or the adjudication of the courts. But the most general perversion of these aids to education is presented in those States recently overswept by rebellion. Among the first acts of secession, in several instances, was the perversion of school funds for war purposes.

The satisfactory results of the abolition of the rate-bill, and of making the schools entirely free, are presented in the New York, Connecticut, Michigan, and New Jersey reports. The experience of these, and of other States that have long since taken similar action, should be a sufficient warning to those in the South, where new free schools are going into operation, against the adoption of measures so fraught with evil.

The economy and efficiency of careful classification and gradation find numerous illustrations in every efficient State system. No well-informed American educator would now presume to attempt to supply instruction to cities or towns of considerable size, without carefully classifying and grading the schools.

The information contained in the accompanying papers in regard to education in the States where emancipation has lately taken effect, contains features in marked distinction from those where freedom has been longer universal. It is gratifying that slavery exists nowhere any longer in the land to close the door effectually against universal education. It is gratifying to observe the avidity with which those lately slaves have sought the primer and the means of higher instruction. It is gratifying to know that the large-hearted Peabody, and many benevolent associations, have done so much to facilitate and encourage education among all classes in the South. It is gratifying to reflect that the Government, through the Freedmen's Bureau, has accomplished

results so vast in this direction, being able to show that in July last, in day and night schools, regularly and irregularly reported, 149,581 pupils had been in attendance. It is gratifying to know that under the restoration policy of Congress the reorganized State governments have adopted constitutions making obligatory the establishment and conduct of free public schools for all the children of school age, and that laws have been enacted and the work of education so generally commenced under them, organizing superintendence, employing teachers, and building school-houses, introducing here and there the germs of systems which have been tried elsewhere and proved most successful. But when we begin to compare what has been accomplished with what remains to be done, and the instrumentalities in the field with the work they have to do, the feelings awakened are those of extreme anxiety. It will be observed that the provisions for education in Delaware remain the same as before emancipation. There is no State supervision, no State provision for training teachers, no school law adequate for keeping schools open; municipalities may tax themselves for school purposes or not, as they see fit. Wilmington affording the most favorable results, the schools in the State generally are of an inferior class, and, so far as organized under the school law of the State, provide only for the education of the whites. Some excellent private efforts have been made for the benefit of both whites and blacks, those for the latter under the auspices of the Freedmen's Bureau and benevolent societies.

It appears from authentic information filed in this office, that Sussex County now raises, by taxation, $30, Kent, $50, and Newcastle, $75, the lowest limit which will secure their appropriation of the State fund. This year, however, owing to the circulation of a statement that, under the operation of the fifteenth amendment, the colored children might claim to be educated at the same schools with whites, five of the six school districts into which Dover, the capital of the State, is divided, voted no tax, the remaining one voting $251. It is noticeable that the school fund is divided among the three counties, on the basis of the population as it was forty years ago, in 1830.

Maryland has a law for the conduct of the white schools, excellent in some of its features. The principal of the normal school is the nominal, but powerless, head of the system; the county examiners perform, in some measure, the work of superintendence. The Baltimore schools have many excellencies, and provide for the education of the colored children, but in the country districts of the State the education of any excepting whites is utterly ignored, save as provided for by private enterprise.

Kentucky provides supervision, but the legislature last winter, in endeavoring to curb the energetic efforts of the superintendent, reduced his salary, and, instead of adopting the efficient measures for white schools which he had recommended, enacted a law very much in accord with the provisions of the statutes before the emancipation of slaves,

practically ignoring the large population of colored children of school age.

West Virginia, after having struggled, so far successfully, in the establishment of a free school system, seems now to be contemplating its destruction.

Virginia is just putting a free school system into operation, but encountering great difficulties in the lack of means, the want of correct information of what a free school system is, and in the absence of school houses and qualified school officers and teachers.

North Carolina has been struggling for about two years to put a system of free schools into operation; many of its features are excellent, but the inadequacy of means, and the other obstacles encountered have permitted only partial success, more having been accomplished by the instrumentality of the Freedmen's Bureau and the aid of the Peabody fund, and other charities, it is believed, than by the expenditures of the State. Many reasons combine to render the friends of education more fearful of defeat than hopeful of success.

The friends of education in Tennessee, after seeing the school system put into operation and nearly 200,000 children enrolled, saw their work overthrown by reactionary sentiments, save in the cities of Nashville and Memphis, and the provisions reënacted in accordance with which the pauper schools of the days of slavery had been conducted. The counties of Davidson, Green, and Montgomery had so far come to appreciate the benefits of the free schools they had enjoyed that they have attempted their reëstablishment under the present inadequate legislation.

Missouri has a free-school system firmly established.

Arkansas, encountering the obstacles common to the regions where slavery has been abolished, has secured a greater success than a majority of the Southern States.

South Carolina, among the States having the largest percentage of illiteracy, is confident of final success in establishing free common schools.

Florida, although under a most zealous and competent superintendent, now deceased, has hesitated in giving the greatest efficiency to the system sought to be established, and yet presents reasons for anticipating the general prevalence of free schools.

Alabama, after the friends of education had put forth most strenuous efforts, and secured the general opening of schools, with hopes of permanent success in the establishment of free and universal education, now debates the question of advancing or retreating.

Mississippi, although commencing late, is progressing steadily and efficiently in the establishmcnt of a system of free schools, notwithstanding the great and bitter opposition, appointing county superintendents, collecting the school tax, and building school-houses.

The school code of Louisiana, containing some features well adapted to efficiency, and administered with great energy, has encountered an

opposition so persistent and fierce that its success outside of the city of New Orleans has been most unsatisfactory to its friends.

Georgia has just passed a school law and appointed a State commissioner, but must wait a year for funds with which to put the system into full operation.

In Texas no school legislation has, so far, succeeded, and no public officers are at work for the organization of schools, her entire population being left to grow up in ignorance, save as here and there a private enterprise throws a ray of light upon the general darkness.

The diverse inquiries necessary to bring out the most recent facts in regard to the schools of the District of Columbia have been so far successful, as appears in the accompanying papers, by the aid of several gentlemen, upon whom varied educational responsibilities rest. General Francis A. Walker furnishes the facts from the present census; George F. McLellan, esq., a member of the board of trustees, and J. O. Wilson, A. M., superintendent, the facts in regard to the white schools of Washington; Mr. A. E. Newton, superintendent, in regard to the colored schools of Washington and Georgetown; A. Hyde, esq., in regard to the white schools of Georgetown, and J. B. Miltberger, esq., as to the schools in the District outside of the two cities.

In this limited territory, directly at the doors of the Capitol, it will be observed that Congress regulates the schools for whites in the city of Washington through the city councils, and a board of education appointed by these councils; a superintendent, nominated by the mayor, and confirmed by the board of aldermen; the appointment of teachers being made by the board of trustees of public schools. The schools for the blacks in this city, Congress regulates through a board of trustees, appointed by the Secretary of the Interior, who appoints a superintendent and the teachers, and add to their responsibilities a corresponding authority over the schools for colored children in Georgetown.

Georgetown, like Washington, therefore, has a double-headed school authority, there being a separate board for the management of the white schools, while the schools of the District outside Congress regulates through the levy court, that designates a board of commissioners, who appoint teachers and manage the schools.

From materials derived from the ninth census the following table has been compiled:

*Number of children between six and seventeen years (inclusive) in the District of Columbia.*

| DIVISIONS. | MALE. | | FEMALE. | | TOTAL. | | AGGREGATE. |
|---|---|---|---|---|---|---|---|
| | White. | Colored. | White. | Colored. | White. | Colored. | |
| City of Washington ..... | 8,371 | 3,822 | 9,032 | 4,710 | 17,403 | 8,532 | 25,935 |
| City of Georgetown ..... | 943 | 325 | 1,143 | 471 | 2,086 | 796 | 2,882 |
| Rest of the District ..... | 895 | 615 | 793 | 551 | 1,688 | 1,166 | 2,854 |
| Whole District..... | 10,209 | 4,762 | 10,968 | 5,732 | 21,177 | 10,494 | 31,671 |

*Number of children in the District of Columbia (excluding the city of Washington) between the ages of six and seventeen years, both inclusive.*

| DIVISIONS. | WHITE. | | | | | | | | | | | | TOTAL—WHITE. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NATIVE. | | | | | | FOREIGN. | | | | | | | |
| | 6 to 9. | | 10 to 14. | | 15 to 17. | | 6 to 9. | | 10 to 14. | | 15 to 17. | | | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| Georgetown | 313 | 359 | 408 | 453 | 212 | 302 | 2 | 6 | 6 | 10 | 2 | 13 | 943 | 1,143 |
| East of Seventh st. road | 155 | 133 | 186 | 166 | 78 | 101 | 2 | 3 | 7 | 11 | 8 | 6 | 436 | 420 |
| West of Seventh st. road | 115 | 138 | 171 | 157 | 150 | 64 | 8 | 2 | 9 | 7 | 6 | 5 | 459 | 373 |
| Total | 583 | 630 | 765 | 776 | 440 | 467 | 12 | 11 | 22 | 28 | 16 | 24 | 1,838 | 1,936 |

| DIVISIONS. | COLORED. | | | | | | | | | | | | | | GRAND TOTAL. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NATIVE. | | | | | | FOREIGN. | | | | | | TOTAL—COLORED. | | | |
| | 6 to 9. | | 10 to 14. | | 15 to 17. | | 6 to 9. | | 10 to 14. | | 15 to 17. | | | | | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| Georgetown | 100 | 112 | 144 | 203 | 81 | 156 | .... | .... | .... | .... | .... | .... | 325 | 471 | 1,268 | 1,504 |
| East of Seventh st. road | 132 | 112 | 180 | 174 | 98 | 99 | .... | .... | 1 | .... | 1 | .... | 412 | 385 | 848 | 805 |
| West of Seventh st. road | 66 | 50 | 99 | 63 | 36 | 51 | .... | .... | 2 | .... | .... | 2 | 203 | 166 | 662 | 539 |
| Total | 298 | 274 | 423 | 440 | 215 | 306 | .... | .... | 3 | .... | 1 | 2 | 940 | 1,022 | 2,778 | 2,958 |

From various sources, public and private, the following items, respecting school attendance, have been collated:

| | |
|---|---|
| White pupils in private schools, Washington | 3,809 |
| White pupils in charity schools, Washington | 1,795 |
| White pupils in public schools, Washington | 6,663 |
| White pupils in Washington, total | *12,267 |

* The following extract from the last annual report of the board of trustees of the public (white) schools of Washington, will show how they account for the large absence from any schools noticeable by comparing these figures:

"It appears from this, that all but 5,136 of the white children of proper school age are at school. Of the number enumerated in the census, 3,858 are from fifteen to seventeen years old. In consequence of the necessity of seeking employment, most of the children are withdrawn before reaching the first of those ages, so that but 405 remain in the public schools after that time of life. Making allowance for the probable number over fifteen years old attending private schools, less than 2,000 under fourteen remain to be accounted for. Moreover not a few of those of thirteen and fourteen are more or less regularly engaged in various pursuits. Taking into account these facts, and considering the number of children of parents who are unwilling to send them to school before they reach the age of seven or eight years, and those also who from disease are unable to attend, it will appear that very few youths who can be at their studies are unprovided for. Even this number is reduced by taking from it those who are attending seminaries and colleges elsewhere. So that the number of the habitually idle must be comparatively insignificant, were it not that even one child, growing to manhood without education, threatens to become an element of evil in the body politic."

| | |
|---|---|
| White pupils in public schools of Georgetown | 500 |
| White pupils in public schools of rest of District | 556 |
| White pupils in District, total | 13,323 |
| Colored pupils in private schools, Washington | 467 |
| Colored pupils in charity schools, Washington | 138 |
| Colored pupils in public schools, Washington and Georgetown | 3,500 |
| Colored pupils in public schools, rest of District | 508 |
| Colored pupils in District, total | 4,613 |

From the figures, it would appear that there are in the District—

| | |
|---|---|
| White children not attending school | 7,954 |
| Colored children not attending school | 5,881 |
| Total | 13,835 |

The capacity of the public school buildings seems to be utterly inadequate. In Washington City, in the public schools, the number of seats for pupils is 6,856,* while the number of different pupils enrolled during the year ending June 30, 1870, was 8,118; the permanent colored public school buildings in Washington and Georgetown seat about 3,000. In other words, the white public schools of Washington can accommodate about one-third of the white school population, and the colored public schools about one-half of the colored school population. Comments, as to the sufficiency of the public school system under these circumstances, are hardly necessary.

There is no high school; there is lack of steady growth in the completeness of gradation; there is an inadequacy of means and a danger of too frequent change in control. Yet these all can be directly remedied by Congress. And whatever has been the sentiment of the people of the District in the past, it is manifestly growing rapidly in favor of free public schools, elsewhere so successful. Among its citizens, in its corps of teachers, and its school officers, there have been some of the most

* *Report on school-rooms, ages of pupils, &c., Washington, D. C., May* 31, 1870.

| Districts. | Number of sents. | Ages of scholars at last birth-days. | | | | | | | | | | | | Sex. | | Total. | Parents in Gov't employ. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | Male. | Female. | | |
| First | 1,759 | 85 | 107 | 140 | 183 | 183 | 163 | 155 | 146 | 12[illegible] | 69 | 29 | 10 | 5 | 745 | 659 | 1,404 | 448 |
| Second | 1,865 | 54 | 120 | 205 | 222 | 251 | 196 | 191 | 167 | 11[illegible] | 56 | 36 | 18 | 6 | 776 | 864 | 1,640 | 431 |
| Third | 1,821 | 78 | 156 | 166 | 183 | 238 | 205 | 229 | 182 | 13[illegible] | 54 | 19 | 9 | 2 | 816 | 837 | 1,658 | 628 |
| Fourth | 1,411 | 63 | 77 | 141 | 154 | 195 | 146 | 150 | 149 | 8[illegible] | 57 | 18 | 10 | 7 | 560 | 694 | 1,254 | 190 |
| Total | 6,856 | 280 | 460 | 652 | 742 | 867 | 710 | 725 | 644 | 46[illegible] | 236 | 102 | 47 | 20 | 2,897 | 3,054 | 5,951 | 1,667 |

ardent and competent friends of education. Their endeavors are worthy of commendation. They have encountered the struggle so common where the sentiment of slavery has ever had supreme sway. The differences of opinion with regard to the necessary measures are, indeed, an impediment, but how slight compared with the power of the legislative wisdom of the nation to overcome it.

The right and duty of Congress to take action cannot be questioned. Many special considerations enforce the duty. First, the influence of a model here would be beneficial everywhere else in the country, and especially in the South, now struggling for the establishment of efficient school systems; second, the Government is the largest owner of property here; third, 28 per cent. of the scholars enrolled in the public schools last year belonged to the families of those in Government employ.

I am indebted to George F. McLellan, esq., an active member of the board of trustees, for the following comparison of the cost of public schools on every hundred dollars of cash valuation for the last year:

New Haven, 10 cents; Boston, 15 cents; Chicago, 16 cents; Louisville, 18 cents; Cincinnati, 19 cents; Cleveland, 19 cents; Baltimore, 22 cents; Washington, (estimated,) 36 cents.

Value of school property on each hundred dollars actual valuation: St. Louis, $1 32; Cleveland, 97 cents; Cambridge, 80 cents; Chicago, 76 cents; Washington, 72 cents; Boston, 72 cents; Louisville, 61 cents; New Haven, 50 cents; Pittsburg, 44 cents; Providence, 43 cents; Detroit, 42 cents; Albany, 37 cents.

According to this, the present endeavors made by the citizens of this city compare well with those of others. If this is correct, and there still remains a lack of school-houses and instruction and a lack of means for these purposes, is it not fair to infer that the responsibility rests upon Congress? How shall it be met?

## THE TERRITORIES.

Over the vast territorial domain of 1,619,353 square miles, already supposed to be occupied by a population of 495,310 whites and 318,042 Indians, the National Government has, in education as in other matters, exclusive responsibility.

Great efforts have been made to secure the fullest and most authentic information in regard to the condition of schools and the means of education. The result presented, though inadequate and unsatisfactory, enforces the necessity of effort in this direction and adds assurance of its success. Why should not the National Government know and tell the people annually exactly the condition of education in these regions? Why should not these pioneers have the benefit of the moral influence of such knowledge upon the public mind? The great social and civil organizations and institutions to receive and control the hundreds of thousands of people in the future are now in embryo, and all legislative, administrative, judicial, and military action in reference to them is absolutely and exclusively under the direction of the Government at Washington. The commonwealths to rise there and take their positions in

the equal sisterhood of States will be for centuries to come what they will be made in the next few years. Yet, up to the present date, facts and statistics upon these vital points have come before the legislative and executive departments of the Government only in a general and indifferent manner.

The influence of territorial ordinances is strikingly illustrated in the history of those which shaped the civilization of the States formed north of the Ohio.

Without a full knowledge of the facts little can be expected either of the Executive or of Congress. The inpouring settlers are left measurably to themselves, unless perchance an Indian massacre, the discovery of a mine, or the construction of a railroad directs to them public attention. No one who has not had some observation of these advancing settlements can form a correct idea of the struggles which occur between the different elements of civilization as to which shall prevail, whether that which looks backward or that which looks forward.

So far in the history of the country, these unoccupied portions of the land have served as outlets to many social and civil diseases which would otherwise have been concentrated, with their corrupting and destructive influences, in localities already included in State organizations. Intelligent foreigners, observing how quickly some of the knottiest social and civil questions are solved among us, exclaim: "Yes, you have this great safety valve; but soon that will be closed by advancing settlements, and you will be compelled to solve these questions, as we now are, in a dense and concentrated population, without means of relief by escape." The truth is plain and admonitory.

The necessities of the older portions of the country, as well as the interest of the Territories, require the most prudent and thorough work in the management of territorial education. In contemplating these consequences we must not limit our attention to white men only. If the Indian is to be inspired by the genius of Christian civilization, it must be on the same soil now occupied by his hunting grounds. Why, then, should not the first foreshadowings of the National Government around him include him under the same laws, the same enforcement of justice, the same guarantees of life, liberty, and the pursuit of happiness, the same institutions for the instruction and training of his children, adapted always to the differences of circumstances, as are extended to the whites?

All history shows the lasting effects upon the development of any country of the institutions first brought and established there. Education is the last and the highest result of civilization. It is therefore especially incumbent upon the colonizing powers that the means for the immediate education of their children be furnished to the new colonists. There is no want so imperative as this. It is in the power of the United States, by wise forethought, to secure for all the Territories under its rule the adoption of that system of local provision for the free public instruction of all the children which has been the foundation of the

prosperity of the older States. Simply sufficient supervision and control to direct, into the most approved methods, will make untold difference in the educational history of the new States. Clearly, nothing should be done by the nation which would diminish the educational endeavors of these new communities, nor should anything appropriate be omitted which may render their endeavors successful. How legitimately and easily an act of Congress could provide that every settlement containing six, fifteen, or any other number of children of school age could, in accordance with a prescribed manner, meet and organize into a school district, provide school officers, levy and collect a tax for the erection of buildings and the conduct of schools; that some or no aid should be bestowed by General Government; that appropriate inspection and reports should be made; and from the very center of the nation an influence go directly to these small communities, however remote, suggesting the best models and methods, and contributing to an educational growth, permanent and accordant with the most approved standards.* In case a community was too degraded to feel the force of motives necessary to arouse it to action, the law could provide for the appointment of committees or directors to levy the necessary tax and establish and conduct schools, under due accountability. This would throw the light of intelligence into every nook and corner, however secluded. The responsibility which rests upon Congress for the providing for the government of these inchoate States places this subject of securing the adoption of some school system directly in its hands and renders argument unnecessary.

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* The following interesting letter has been received from Greeley, Colorado:

"DEAR SIR: * * * * * * * * *

"I can furnish you but a brief statement of school efforts here, as our town is but six months old. On the 1st of May, where Greeley now stands, the antelope, the wolf, and the prairie dog had right of possession by occupancy; but the Union Colony of Colorado came, saw, remained, and to-day there are 375 houses, and a population over 1,000. Perhaps 250 are children.

"In June we organized a temporary board of school trustees, and opened a primary school capable of accommodating about fifty scholars. It was supported by voluntary contributions, and the report of the teacher at the close of the summer session showed an average attendance of thirty-seven. Branches taught: Reading, writing, spelling, geography, arithmetic, English grammar, object lessons, and mental exercises.

"We labored under many disadvantages in organizing and sustaining this school, as we were nearly all strangers to each other, representing twenty-seven States of our Union, and with as great a variety of text-books as there were number of pupils.

"But we are slowly, yet surely, evolving out of chaos, and the adjuncts of a settled civilization are becoming our own. This winter we hope to maintain a graded school, partly sustained by a county fund, and the deficiency to be met by a tax on the colonists. Our organization has provided for schools and seminaries, and we hold in reserve some fine locations for building institutions of learning, as well as lands to support them. I trust to keep you informed as to our future movements in this direction.

"Our report, including a history of the colony from its organization, is nearly ready for the press, and, when issued, I shall take great pleasure in sending you a copy.

"Yours, truly,

"WILLIAM E. PABOR.

"Hon. J. EATON."

The necessity of the suggestion of compulsory school organization, in some cases, is rendered more apparent when we consider the fact that in New Mexico, on the question whether there should be a school law or no school law, 37 voted for, and 5,016 against the law. And when we read such statements as this, from a responsible writer, in regard to feeling on the subject in the Territories, the same truth is confirmed: "Parents either seem to have an idea that the propagation of children should return early profits, or to dread a little learning as a more dangerous thing for their sons and daughters than blasting in a mine, driving an ox team, taking in washing, and marrying early." I invite special attention here to the following letter from Governor William A. Pile, of New Mexico:

TERRITORY OF NEW MEXICO, EXECUTIVE OFFICE,
*Santa Fé, October* 20, 1870.

SIR: I have the honor to acknowledge the receipt of letter from your Department of the 27th ultimo, making inquiries as to the condition of education in this Territory, to which I reply with pleasure.

The law approved January 28, 1863, was repealed, and there is no general law in this Territory on the subject of education. There is not a free public school nor a public school-house in the Territory. The Catholic Church, which largely predominates in this Territory, has schools in this place, Las Vegas, Albuquerque, Taos, La Mesilla, and in some of the smaller towns. There are Protestant schools in this city, Las Vegas, La Junta, and Elizabethtown.

The great mass of the population in this Territory is deplorably illiterate, and wholly without school facilities.

The subject has been repeatedly urged upon the attention of the legislature, but as yet nothing has been accomplished.

I am preparing an elaborate statement of the educational condition and needs of this Territory, which I hoped to finish in time to send to you for your annual report, but the delay in the census returns to the United States marshal renders it impossible to get the necessary statistics. I therefore only write you thus briefly now, and will forward a full report at the earliest possible moment, accompanied with such suggestions and recommendations as to congressional legislation on this subject as I may have to make.

I have the honor to be, very respectfully, your obedient servant,

WM. A. PILE, *Governor.*

Hon. JOHN EATON,
*Commissioner of Education, Washington, D. C.*

The recommendation of Governor Pile appears in its appropriate place among the accompanying papers.

By the annexation of Mexican territory in 1850, the United States received an interesting population, settled in villages. Under the efforts inaugurated by Charles V, of Spain, and continued by the government of Mexico, a considerable portion of the population had acquired some limited knowledge of letters, which, from the neglect they have received since they have been under the Government of the United States, has been lost. Scarcely any can read or write Spanish, and still less English.

## EDUCATION OF INDIANS.

Since the educational endeavors of John Eliot among the Indians, the sentiment among Anglo-Americans has struggled over Indian edu-

cation *vs.* Indian destruction. On the one hand all humane and Christian considerations have been affirmed to demand every exertion for their education, and challenged opposition by pointing to examples of success.

The original foundation of Dartmouth College was Moore's Indian school for the education of Indians. Many Indians have diplomas from this and other colleges. Numerous elementary schools, under the auspices of the Government, or supported by charity, or the respective tribes, are declared eminently successful.

On the other hand, we are referred to massacres, wars, and the tenacity of barbarism in various Indian tribes, and emphatically told that the destruction of the Indian is the only solution of the question of their occupation of the same soil with the Anglo-American.

A statement, revised in the Indian Bureau, is to the effect that the first Indian appropriations for educational purposes were made in 1806. Since that time $8,000,000 have been expended for this object, and at least $500,000,000 for Indian wars. Of the appropriations now made for the relief and civilization of the Indians, about one dollar in ten is for the purpose of education. A most liberal estimate indicates only one child in ten or eleven receiving even the simplest rudiments of an education. Indeed, until the present administration announced its Indian policy, it has been to a great degree true, as affirmed by one of the mission reports, that in treating or dealing with the Indians the United States Government seemed to meet them upon a financial rather than a moral basis—sought its own self-interest more than the temporal and moral good of these children of nature, as if wishing to gain possession of the vast domain claimed by the wild, roving bands, in order to make out of it farms, villages, and towns for its own citizens.*

The earnest and united efforts of the President, the Secretary of the Interior, and the Commissioner of Indian Affairs to enforce honesty and justice in the place of corruption in Indian affairs, and to enlist the Christian and philanthropic mind of the country in this direction, suggested to me the importance of bringing out as fully as possible the facts in regard to Indian education, that the information upon these points might be in a form accessible to those outside of the Indian work—to teachers, educators, and those who are studying and directing the philosophies and methods of culture in other respects in the country—so that the benefit of their sympathy, opinions, and coöperation might be secured to these efforts, so worthy and yet so bitterly opposed. This purpose has been strengthened by communications from teachers and others among the Indians, asking aid in the way of suggestions, in regard to methods of instruction, text-books, black-boards, charts, globes, and other means of illustration.†

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*Ninety-fourth General Report of the Society of United Brethren.

†In a letter to Hon. J. D. Cox, Secretary of the Interior, William Welch, esq., a devoted friend of the Indian, says:

"Will you not also direct the Bureaus of Education and Agriculture to coöperate with

Educators have a special responsibility in this work, from which they cannot shrink. If a question arises for solution in the line of any other profession, as in that of law, medicine, or engineering, experts are expected to solve it. All admit that the success of any effort for the civilization of these wards of the Government turns upon the training of the young. The transformation of adults from the ideas, habits, and customs of barbarism to those of civilized life, will, according to all experience, be comparatively slow. But if these can be withdrawn from the war path, and by degrees induced to locate on reservations, and accept titles to land in severalty; their children can be reached, taught letters, agriculture, and other industries, and generation by generation carried forward, until the last traces of savage life have passed away, and they are prepared to participate in all the duties and amenities of citizenship.

In the preparation of the accompanying paper on this subject much labor has been expended in the examination of the reports of the Indian Bureau, and the compilation of the correspondence and facts received from numerous other sources. Exact accuracy is at present impossible. Including Alaska, the Indian population is estimated at 380,629 persons; about 95,000 of these are within ages enabling them to receive instruction. But 153 schools are known to be in operation, with 194 teachers and 6,904 scholars. The appropriations made at the last session of Congress for this purpose are estimated at $246,418 90, of which $100,000 is in bulk, and placed under the discretion of the Secretary of the Interior for the maintenance of industrial and other schools. To the above amount, add expenditures by religious bodies, $16,585 56, and by tribes and individual Indians, $26,022 92, making a total for the current year of $289,027 38. Under treaty stipulations the liabilities for educational purposes are estimated at $135,951 56. · The total liabilities for this purpose are given as $663,400 02, while the school and orphans' funds held in trust by the United States amount to $1,441,420 69, making the total liabilities $2,104,820 71. Special attention is invited both to the paper and the tables.

In a report made to the House of Representatives, in answer to a resolution of inquiry in regard to the progress of education in those regions of country affected by the emancipation of the slaves, every accessible fact was gathered, showing the sentiment, the legislation, and practice among civilized Indians. In regard to the education of the children of Indians and the children of those formerly slaves, much neglect and many abuses were revealed, imperatively demanding prudent but immediate action on the part of the Government, it appearing that the provisions of treaties were violated and large numbers were still

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Indian agents and their helpers, by preparing suitable books of instruction, and by furnishing seed that will mature quickly, before the plant is destroyed by drought or by the grasshopper? Surely there are many linguists, practical teachers, and agriculturists whose services can be secured for the great work of Christian civilization which you have undertaken."

growing up without any training in virtue and intelligence, preparing to add their weight to the vice and crime above which the better portion of these people endeavor to rise. The going back of the Puebla Indians and others, as respects intelligence, since their territory has been added to the United States, is too shocking to American ideas to be longer tolerated. Does not the prevalent sentiment proclaim America, the leader in civilization, quite ready to receive an indefinite addition of territory and population for the purpose of elevating degraded peoples? And shall there be allowed to remain facts like these, showing great and positive degradation ever since their transfer from the Mexican rule?

I would here refer to what I have already said under the head of education in the Territories. It cannot be doubted that some beneficial method is within the reach of the legislative wisdom of Congress by which the whole subject of education, Indian, White, Mongolian, or whatever the race of settlers, can be combined under one responsibility in the respective Territories, assuring the laying of the best foundation for the best educational superstructure. It is useless to merge this great shaping and controlling instrumentality in any other responsibility. All others may contribute to it, but this they are not likely to do unless education is committed to persons having it specially in charge.

On these points experience is conclusive. No State, city, town, or district attempting an efficient school system expects its success, save as certain persons are specially charged with raising and expending the funds, employing teachers, inspecting and regulating schools. Indeed, for the purpose of the highest efficiency this work itself is subdivided, one class of officers performing one portion of it, and another, another; and in all cases, before moneys are expended in the erection of buildings, the appropriate and specified officer certifies that the quality and amount of work done is in accordance with the required standard. The application of this principle to all Indian schools, however remote, would unquestionably greatly increase their value. Incompetent teachers would be weeded out; the observations necessary to improve methods of teaching and the introduction of proper text-books would be made by competent persons; the results could be gathered in a concentrated form for the use of Congress and for public information. A new impetus would be given to all educational operations among the Indians, now so exceedingly embarrassing to the Commissioner and other officers of Indian affairs, who are so earnestly and persistently attempting their improvement. Nor are these purposes without decided encouragement. A careful observer of the facts, among all the classes of Indians, amid all the discouragements, however degraded and hostile to civilization some of them are, cannot fail to notice the anxiety so often manifested for the establishment of schools and the education of their children. Red Cloud presents a striking illustration: his own heart inclined to resistance, his young warriors clamoring for hostilities. On coming to

see his "Great Father" and witnessing the aspirations of the numerous classes coming under his observation, and especially finding an Indian at the head of these affairs, his own savage ideas are struck with the notion that he too may seek a greater sphere for the exertion of his influence, and that his sons may aspire to Congress, and he goes home in favor of peace.

The capacity for a higher civilization possessed by the Indians cannot be seriously disputed. What has been done with the nations located west of the Arkansas can be done with different degrees of success in every Indian tribe. The superintendent of public schools in the Cherokee nation, for the year ending July 15, 1870, reports 45 schools for Cherokee children, 3 for colored children; with 973 males, and 955 females; total 1,928 enrolled, and an average attendance of 1,124. No information so recent has been received from the other civilized nations. All have, however, their school systems, officers, teachers, and schools; and, however they fall short of what ought to be, give a most abundant proof of what can be accomplished under thoroughly excellent educational management.

In Western New York, where Indian schools receive the benefit of State skill in management, additional evidence is furnished of the expediency of the policy here urged.* It involves a faithful adherence to the highest principles of human culture, carefully adapted in their adminstration to the condition of intelligence, prejudice, virtue, &c., of the Indian communities. Plainly, we cannot afford that any honest seeking among the Indians for light, or that any desire for books, for instruction in learning, industry, or virtue, shall be repulsed. On purely economical principles, cheaper than the wars for their destruction would it be to feed, clothe, and shelter all the adult Indian population, and by far cheaper to furnish text-books, board, and clothing, and the entire expense of the education of the young.

The best directed efforts in the past have been too partial. The present policy is undoubtedly sufficiently comprehensive, if it secures the general public attention and support necessary for its complete efficiency. It is well worthy of formal inquiry by the Government, whether the text-books and methods of instruction used do not require revision, and better adaptation to the sensuous habits of the Indians. Too much confinement, too much abstraction, must be avoided; the eye, the ear must be attracted, Indian languages and customs mastered; government and trade among the adults must favor improvement among the young. Activity and industry must go hand in hand with the pursuit of letters. The Indian himself must be a teacher and civilizer of his fellows. The establishment of a school among the civilized Indians for the training of teachers would be one of the most economical efforts that the Government could make. Men and women should

*The widely different results in the States of California, Nevada, and Oregon, where no such policy is pursued, should not be overlooked.

be trained, not merely in the methods of teaching in the school-room, but in all the arts and occupations of life, and in a form most likely to win the savage child to the ideas, habits, intelligence, and virtue of Christian civilization, who should become familiar with agriculture, and horticulture, with the raising of stock, with the making and wearing of the white man's apparel; the erection and enjoyment of the white man's house; the use of books, newspapers, and associations for the promotion of individual and general welfare. Put into such a school the expense of sustaining a single regiment on our frontier, and I am confident the success would soon justify the effort. Young Indians, male and female, would be found ready to avail themselves of its advantages, and would go out to disseminate the benefits to every tribe and kindred of the race.

Friend Janney, of the northern superintendency, makes the following interesting observations:

In the establishment of schools for the education of Indian children and youth, it has been a question whether day-schools or boarding-schools should be preferred.

I have come to the conclusion that both may be advantageously employed, and that the day-school, in most cases, should be preparatory to the boarding-school.

The Indians are generally unwilling to give up their young children to be placed in a boarding-school where they would be separated from their parents almost entirely; yet it is desirable to withdraw them as early as possible from every influence that would pollute their minds or retard their moral improvement.

There should be on every reservation a sufficient number of day-schools, conveniently located, where, under the care of kind and judicious female teachers, the children should be taught to read and and write the English language. The perceptive faculties of this race being, in general, remarkably developed, it will be found that a system of object teaching is well adapted for their instruction in the rudiments of knowledge. On every reservation there should be one or two industrial schools, where the youth should be boarded and clothed; taught in the most useful branches of an English education, and trained to industrious habits. The girls should be employed part of the time in household occupations, and the boys in farming or the practice of the mechanic arts.

## THE POPULATION UNDER THE EXCLUSIVE CONTROL OF CONGRESS.

There is under the exlusive control of Congress a population of 819,452 souls. The schoolless condition of these widely-scattered wards of the nation will be seen in the following tables. They are a serious commentary on the policy pursued and civilization afforded by our nation toward her outlying territorial citizens and the Indians.

*Statistics of schools, teachers, and pupils in comparison with population in that portion of the country under the exclusive jurisdiction of Congress.*

| | Number of— | | | Population. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Citizen. | Indians. | Total. |
| District of Columbia | a297 | a422 | a17,936 | 131,706 | ..... | 131,706 |
| ORGANIZED TERRITORIES. | | | | | | |
| Arizona | ..... | ..... | ..... | 11,787 | 34,500 | 46,287 |
| Colorado | b1 | b2 | b24 | 38,107 | 7,300 | 45,487 |
| Dakota | ..... | 53 | 1,785 | 13,981 | 28,318 | 48,299 |
| Idaho | 15 | ..... | 345 | 14,886 | 6,468 | 21,354 |
| Montana | 15 | 27 | 181 | 20,422 | 13,903 | 34,325 |
| New Mexico | ..... | ..... | ..... | 120,272 | 21,162 | 141,434 |
| Utah | 243 | 342 | 15,000 | 110,000 | 12,800 | 122,800 |
| Washington | b15 | b12 | b404 | 23,751 | 15,808 | 39,559 |
| Wyoming | 4 | 4 | ..... | 9,118 | 2,400 | 11,518 |
| NOT YET ORGANIZED. | | | | | | |
| Indian Territory | ..... | ..... | ..... | ..... | 45,430 | 45,430 |
| Alaska | ..... | ..... | ..... | d1,300 | d28,264 | d29,564 |
| Indians within the States | c153 | c194 | c6,904 | ..... | 101,689 | 101,689 |
| Total | 743 | 1,056 | 42,559 | 495,310 | 318,042 | 819,452 |

*a* Including private and charity schools. *b* Given for one county only. *c* Being school, teachers, and pupils for the entire Indian population. *d* Taken from Dall's "Alaska and its resources."

A careful student of the facts and suggestions coming from faithful educators among the Indians will be struck with their accordance with the principles sought to be engrafted upon our systems of elementary instruction by the disciples of Comenius, Pestalozzi, and Froebel.

## KINDERGARTEN.

The faulty training which too often precedes school work and the imperfections so prevalent in our primary instruction have turned the attention of many American teachers to the excellencies of the early training characteristic of the Kindergarten. Limitations in the conceptions of the teacher and the practical work of the school are measurably responsible for these faults. Neither children nor childhood are sufficiently understood or appreciated. Nor are the houses, apparatus, grounds, or instruction of our primary schools sufficiently adapted to the best and most healthful development of the body, mind, and disposition. Great improvements have been made within a few years. The necessity for special attention in this direction was less, manifestly, when the population of the respective communities was more generally resident in rural districts and had proportionably more of nature around them, impressing the senses. The increasing concentration of our population in cities adds to the necessity of a thorough revision of the earliest work of the school-room throughout the country.

The accompanying article, written by the American lady best qualified

to prepare it, presents some of the leading considerations most imperatively demanding the attention of American teachers upon the subject at present. Her suggestion with regard to the establishment at the capital of the nation of a training school for teachers in these methods of instruction well deserves the considerate attention of American philanthropists and statesmen.

Whoever would comprehend the full import of the philosophy that underlies the improvements in elementary training suggested by this paper, will find great aid in studying those peoples who make the most of the influence of the family for the shaping of the earliest years of the child.

## HEBREW EDUCATION.

The article upon Hebrew education has been prepared by a gentleman who is thoroughly conversant with the subject. It will be observed how fully the letters appended from the learned rabbis of leading cities sustain the statements previously made by the writer. The hereditary characteristics of this peculiar people are shown to be in a remarkable degree the result of a training at once so minute and so comprehensive as to embrace almost every act in the life of an Israelite, from the cradle to the grave. Education with him is not a thing apart as with the other nations; it is rather the companion of his whole existence. His relations to his family, to his fellows, to the synagogue, and to strangers, his habits of life, the preparation of his food, the ceremonies of his religion, are all ordered in accordance with traditions centuries old. This constant education has produced a homogeneous people, whose characteristics, preserved under so widely varying conditions, have outlasted the most persistent and fearful persecutions.

Their fondness for American liberty, and their support of the common school system, are specially worthy the attention of those foreigners who come here to perpetuate antagonisms.

Enforcing their own denominational ideas in their own family and church instructions, the Hebrews find no occasion for conflict with the non-denominational public schools of this country.

But however much of Hebrew education is dependent upon nature or influences beyond the reach of general education, it presents results highly instructive to those Americans who so fondly hope to see established and preserved here, institutions of liberty and justice, to survive whatever trials the future may impose upon them.

## OUR INTERNATIONAL EDUCATIONAL RELATIONS.

Civilized and Christian nations seek to enlighten and Christianize those that are barbarous and pagan. The nation, as well as the individual, has external relations, giving rise to corresponding duties. The nation must have a purpose with reference to the rest of the world, as well as in regard to its own individual citizens. This purpose is a signi-

ficant test of the national character. The ambitions of a nation, with respect to objects outside of itself, often are among the most powerful inspirations to enterprise among its people.

Our fathers proclaimed a larger liberty, a more universal justice, a greater equality, a liberty, justice, and equality possible only with the universality of intelligence and virtue. Where they made mistakes, we, at the cost of immense treasure and blood, have applied correctives. We say to all the world "this is the better way," and invite the nations to walk therein. Reducing force to its minimum, and even below that degree of exercise which assures life and property in the government of our domestic affairs, we send our flag abroad on every sea and in every clime, backed less by the potency of our armaments than by the moral power which inheres in the intelligence, virtue, liberty, and universal enterprise of a great, growing, and united people.

The late unparalleled exertion of military prowess in the enforcement of our domestic unity has turned the eyes of the world anew to the study of American institutions, if by any means they may discover the secret of our success. Profound statesmen in civilized countries have long believed, and acted upon the belief, that national training shapes national character. What they would infuse into the nation, they first put into the school. Naturally enough, they believe the sources of American greatness are to be found in our education. But when they come here for these studies, how disjointed and fragmentary are the excellencies they find, how manifest the opportunities for improvement.*

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* The following letter, from one of the most intelligent and candid of this class of observers, is in point:

"WASHINGTON, D. C., *November* 2, 1870.

"MY DEAR GENERAL: I have much pleasure in answering your inquiry as to my opinion of the American school system. I may congratulate you without reserve on possessing, in all the States through which I have passed, the best and most commodious school-houses in the world. Nothing which I have seen in any European country will compare with them; the State of Massachusetts, I think, and more especially the city of Boston, standing preëminent. The normal schools which I have seen are excellent, and the attainments of the teachers, especially of the female teachers, beyond anything I could have expected, and far beyond anything I have witnessed elsewhere.

"The munificence of the American people in the sections I have visited, in providing schools, is, in my opinion, entirely without a parallel; a good education being offered free to every American child. If I have any regret it is to notice that where such ample, almost lavish, provision has been made, there are still many who partake very sparingly only, while others absent themselves altogether from the feast. If you could introduce a plan for enforcing regular attendance for a course of years, as is done in Germany, your educational system would leave little or nothing to be desired. I may state, from long experience, that where the education of children is wholly dependent upon the parents, selfishness, or the indifference, or intemperate habits of many, will cause a considerable number to be entirely neglected, or only partially educated; and, in a country like yours, where the only guarantee for your free institutions is the intelligent assent and support of the citizens, the State and the nation have a right to demand that those who share in the government of the country and enjoy its privileges shall have had the advantage of education and a virtuous training.

"In my opinion the successful working of the schools in Boston is mainly attributable

They generally limit their observations to cities, and these almost exclusively in the northern and eastern sections of the country. Rarely has any one looked over the entire field and taken a view so comprehensive as to embrace the opportunities of education in all sections, in the country as well as in the city; institutions, public and private, for elementary, secondary, and superior or technical education, counted the whole educable population, determined how many are unreached even by rudimentary instruction, how very limited the number who have any thorough secondary or superior culture. They can see only in part. No report has ever grouped these facts together. Our own statesmen are without an adequate knowledge of them. Our citizens, at home and abroad, however intelligent, are unable to represent them correctly. Seeking to educate the world, we have not even prepared the text-book. There is here a field fitted to rouse the profoundest philanthropist and inspire the highest American endeavor. Shall not the nation at least so group together the facts and statistics that its own officers may know how this work proceeds; so that our ministers and other representatives abroad may be able to speak intelligently in answer to inquiries for information on this subject?

During the past few months two colonies of Australia, from their solitude in the seas, two of the South American states, Spain, Portugal, the Netherlands, a commissioner from the French ministry of public instruction, our own ministers at Vienna and Stockholm, and friends of

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to the fact that large compulsory powers are exercised by the school board of that city. I can quite understand that American citizens generally need no compulsory powers to enforce the education of their children, but with the immense influx of emigrants from all quarters of the world, too many of them, also, entirely illiterate, it is not safe to commit to the discretion of such persons the question whether the future citizens of this country shall or shall not be educated. It appears to me that a great impulse could be given to the work of education in every State by the exercise of some central inspection and supervision from your own Department. Great emulation, I think, would follow from a fair annual estimate of the quality and result of the instruction afforded in every State, emanating from some central authority. I think the District of Columbia might, and ought to be, made a model for every other section of the Union.

"My observations have been entirely confined to the elementary, grammar, high, and normal schools, and institutions for technical instruction; but I have not seen any of your universities or professional colleges, and am unable, even if I were qualified, to give an opinion as to their extent and value.

"While there is so much room for congratulation, there is an immense field remaining unoccupied which cannot be neglected without grievous loss to the nation. I refer to technical, industrial, and art education, which, so far as national and State effort is concerned, seem to have been much neglected. The Cooper Institute of New York, and the Institute of Technology at Boston and Worcester, are bright exceptions. The first I regard as one of the most noble and useful instances of private benevolence I have ever encountered.

"I remain, dear general, yours faithfully,

"A. J. MUNDELLA."

It should be observed that Mr. Mundella speaks only of what came within his notice, in no way intending to express an opinion of other efforts, to which his attention was not called.

education in the British Parliament, as well as numerous private inquiries from many foreign sources, have sought here national information with regard to education which could not be given. Can the United States afford to lose such opportunities? Is it not better to improve them than to win battles?

But these statements may be said to proceed on the supposition that our country leads the world in all respects in this great work of internal progress. On the contrary, a correct apprehension of the facts will compel us in candor to admit that we have many excellencies to learn; indeed, that some of our greatest educational improvements have been borrowed, and that we need for ourselves a constant observation of all that is done elsewhere in the matter of education, in order that, as promptly as possible, every advantage practicable in our civilization may be secured for the cultivation of our children and the elevation of our people. A newspaper correspondent says, in speaking of the opinion formed by Mr. Mundella of some of our schools, that he "thought the Rice school in Boston the best he has ever entered in any country. By contrast he found no school for the poor children in the Freedmen's Village at Arlington, which he visited to-day. Of facilities for art instruction he notes our sad deficiency, Philadelphia, with 600,000 inhabitants, having only a single school of forty pupils. Small towns in England do much better. Speaking of the great defects of our systems, as irregular attendance, absenteeism, want of uniformity, and lack of supervision, he says that, unless we strike some remedy, England, under her new educational bill, will outstrip us in the education of the masses."

Our entire consular and ministerial service could readily communicate to the State Department a great fund of valuable facts, to be worked up in this Bureau for the use of American educators.*

The accompanying papers give some views of school affairs in the Australian colonies, India, Ecuador, the Argentine Republic, Austria, and England. In the last named the progress is most striking, in every feature, to the American educator.†

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* I am specially indebted to the Department of State for coöperation in the conduct of correspondence and exchanges with foreign countries.

† Under the new education act, passed at the last session of Parliament, the rate-payers of London are to elect a school board by a ballot similar to that by which, in the best regulated parishes, vestrymen and other officials are elected. For the purposes of the election the city is divided into ten parts, each of which will elect a certain number of members, forty-nine in all. Every voter (rate-payer) has as many votes as the number of members to be elected in the district to which he belongs, and may distribute those votes as he pleases. He may, if he has seven votes, distribute them to each of the seven candidates in his district, or he can concentrate them all upon a single candidate, or divide them in any way he chooses. The persons elected form the school board for the metropolis, and will hold their seats until December 1875. They will have power to elect a chairman among themselves, or from outside of the board, and, under the sanction of the education department, they may vote him a salary, though they themselves will be unpaid. This board will for three years have supreme control over the elementary education to be supplied by the taxes, and will have to take all the first and most important steps for bringing the new system into operation.

To illustrate the foreign demand for information referred to, as well as its extent and character, the following extracts from the files of the office are presented.

From the parliamentary library of the colony of South Australia:

Having observed that certain documents have been published under your authority relating to the educational legislation, statistics, &c., of the various States of the Union, I have the honor to request that you will favor me by transmitting copies in duplicate.

From the Secretary of State, transmitting copies of the educational report of the colony of Victoria:

It is assumed that these reports are sent to the Government of the United States with a view to receive in return some of the official publications of the General Government or of the several State governments in relation to the same subject.

From the secretary of the Colonization Society:

I shall be happy to receive your publications for the government of Liberia.

From the minister of the Netherlands to the Secretary of State, (translation:)

The Teachers' Association of the Netherlands has addressed my government, requesting to be put in possession of a collection, as complete as possible, of the laws, regulations, and reports concerning public instruction in foreign countries. * * *
I flatter myself that you will be pleased to lend me your assistance, that I may be put in possession of the documents in question, (State, city, and other local reports,) as well as of such as may be at the disposal of the Commissioner of Education.

From the chargé d'affaires of Portugal to the Secretary of State, (translation:)

The ministry of the kingdom of Portugal, desiring to obtain information with regard to public instruction in this country, I have the honor to transmit the inclosed copy designating the points on which information is desired.*

The communications of Mr. Jay, minister to Vienna, are too long to quote. They comprehend three items: 1. The great interest felt by the imperial royal (Austrian) government in the American system of public instruction. 2. The publication by the ministry of education of semi-monthly bulletins of educational information, and a proposed exchange of Austrian documents on the subject for those of this

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* This inquiry is very comprehensive, and relates to—

1. Public instruction in general:

*a.* Organization of public supervision, superintendents, boards, &c.

*b.* Official reports of the United States and the States published.

2. Superior instruction:

*a.* Organization, universities, colleges, and professional schools, professorships, courses of instruction, degrees conferred, examinations, text-books, expenses; also, museums libraries, observatories, &c., their organization, expenses, &c.

3. Secondary instruction:

*a.* Special,
*b.* Practical,
*c.* Classical,
} Organization, instruction, text-books, discipline, appliances, &c.
*d.* Normal.

4. Primary instruction—its organization, graded and ungraded, instruction, discipline, statistics, &c.

country. 3. Requesting complete sets of reports and text-books for this purpose.

The French government (through the Department of State) has also been inquiring for observations and statistics on "the causes of the mortality of children of tender age," in the course of which it comprehends "*the various modes of their education*, the proportion of mortality in the different States, preventive measures initiated," &c.

Finally, to illustrate the interesting subjects on which this office occasionally receives communications, and which would increase in number with greater facilities for their consideration, the following letter is appended, (translation:)

*Dr. Poggioli to Hon. E. B. Washburne.*

PARIS, *June* 21, 1870.

SIR: A scientific discovery, which was presented to the imperial French academies of science and medicine, has, after a favorable report, been practically applied in the superior municipal schools of Paris, (Colbert and Turgot,) by order of the prefect of the Seine. As this discovery has a general interest, I have the honor to make this communication to you that you may, if you see fit, draw the attention of your minister of public instruction to it, with the hope that he may imitate his French colleague, Mr. Duruy, to whom its introduction in the above-mentioned schools is chiefly due. At the time when Mr. Duruy resigned his position, this new process was about to be introduced into the lyceum of the Prince Imperial, with the view of making its results known in wider circles.

Your minister of public instruction would only have to select a competent physician to superintend the introduction of this discovery, which consists of nothing but simple *electric gymnastics*, agreeable to the child, altogether harmless, and which can be introduced into every kind of school. The practical results are the following: After a few days' practice a general improvement in the child's health may be noticed, if it has been previously feeble and sickly. The same improvement may be observed in its physical and mental development. After some electric "*séances*," (three, on an average,) the child needs but half the time for studying its lessons, and, if last in the class, it will soon advance to the first rank.

Such results, of incalculable value for future generations, deserve the attention of every wise and intelligent government.

Hoping that you will give this subject a favorable attention, I remain, with the most profound respect, your excellency's humble and devoted servant,

POGGIOLI, M. D.,
*Knight of the Legion of Honor,*
*Former Inspector of the State Asylums for the Orphans of* 1848, *&c.*

*Circular issued by the director of the superior municipal schools of Paris to the parents of scholars in those institutions.*

PARIS, *May* 15, 1870.

SIR: Dr. Poggioli has been authorized by the government to introduce his system of electric therapeutics in the superior municipal schools. This system tends to the bodily and mental development of the child in the same manner as a well-organized system of gymnastics.

The electro-therapeutic treatment of Dr. Poggioli, who has already made successful experiments in several large private establishments, is not attended with any danger or inconvenience whatsoever.

I have therefore the honor to ask you whether you wish your son to participate in the electro-gymnastic exercises, superintended by Dr. Poggioli in person, assisted by a committee of teachers especially appointed for this purpose.

If your answer is in the affirmative, I would ask you to authorize me especially to do so, by signing the accompanying formula.

——— ———, *Director.*

Printed slip for the parent's answer:

I authorize you to let my son participate in the electro-therapeutic exercise of Dr. Poggioli.

——— ———.

## AMERICAN EDUCATION AS AFFECTED BY OUR RELATIONS TO ASIATIC CIVILIZATION.

Our nation, itself the result of transatlantic immigration, developing a civilization having its own characteristics, laying under contribution all the types in Europe and Western Asia, yet differing from all these, has had enough to do to maintain its essential features and assimilate to them the continued tide of population pouring in from Europe. The questions arising out of enforced African migration of a population brought hither as slaves, have, in their only partially effected solution, too nearly sundered the ties of our Union, buried too many hundreds of thousands of our first-born, and loaded posterity with too many millions of debt. It is easy now to see how the early and universal application of principles of education adopted in portions of the country, would have given a more ready and complete assimilation of all incoming foreign populations, whether civilized or pagan, in accordance with American ideas and institutions, and averted the fearful ordeal through which we have passed. Nor can reflective minds fail to feel that the immediate and thorough application of the principles of free common schools alone can successfully complete the triumph of the institutions of freedom, so far secured.

Still welcoming a large European population, and in the midst of the final solution of the questions arising out of the emancipation of slaves, we are in a most peculiar manner brought face to face with the overwhelming populations of Eastern Asia. Our transcontinental railroad, and connecting Pacific steamship lines, make our territory one of the highways of the world's commerce with Eastern Asia and its islands. The ubiquity, versatility, and enterprise of American commerce and character can hardly do otherwise than take the lead of this meeting of the new with the old civilizations. The confluence of new tides of population, however diverse, in the past, presents no parallel. All our citizens believe in the triumph of American destiny, and may, from self-assured habit, regard the issues presented with indifference, save where some special interest is directly affected, or supposed to be, as are the interests of industry by the introduction of Chinese laborers.*

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* *Number of arrivals in this country since* 1820.

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|---|---|---|---|
| 1820 to 1830, ten years | 3 | 1861 to 1868, eight years | 41,214 |
| 1831 to 1840, ten years | 8 | 1869, one year | 14,902 |
| 1841 to 1850, ten years | 35 | 1870 to June 30, six months | 7,349 |
| 1851 to 1860, ten years | 41,397 | | |

The aggregate of arrivals thus far is 105,744. Deducting the estimated number of

The questions thus raised have already excited considerable interest and investigation. Rev. S. C. Damon writes to the Sailor's Magazine, under date of Honolulu, July 22, 1870: "To-day I have learned what I did not know before—*Chinese seamen are supplying the place of American and European seamen.*" Widely different opinions are manifested. Sometimes passion has been apparent. Feeling the foreshadowings of these issues, and believing that they should be met not passionately or partially, but by a clear exposition of the facts involved, and a calm and candid consideration of the same, and that essential to this is the immediate turning of the thoughts of our educators in this direction, I have inserted in this report a paper by an able writer, who has had special opportunities for considering the questions raised by Chinese immigration and for apprehending education as the main instrumentality in their solution. My purpose will be gained if public attention is so turned to these inquiries that the facts bearing upon them shall be fully brought before the public judgment and receive its decision.

Can any American mind become occupied with these considerations without feeling how much more fully we ought to study oriental civilization, its domestic, educational, and civil ideas, customs, and institutions; how thoroughly we ought to know these peoples as they come to our shores; how wisely we ought to adjust our opinions, our laws, institutions, and method of treating them, that they may not bring to us more harm than we are able to do them good; that this meeting of civilizations may be a steady progression, rather than a deterioration, of the national character?

With regard to certain points connected with the inpouring of foreign populations there can be no question. Every newcomer to our soil should acquire a knowledge of the English language; otherwise, we may not anticipate on their part an intelligent acquaintance with the spirit of American life, and consequently they can have no appreciation for it likely to secure adaptation to its peculiarities. Second, all youth, of whatever incoming nationality, should be brought fully under the influence of our best educational opportunities. Third, these two considerations should be specially enforced with reference to girls and

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deaths and returns to China, it would appear that there are now less than 100,000 Chinamen in this country. The rate of increase for each of the last four years is:

| | | | |
|---|---|---|---|
| In 1867 | 3,519 | In 1869 | 12,874 |
| In 1868 | 5,707 | In 1870 | 15,740 |

The immigration has been chiefly of males, but later immigration has brought with it a noteworthy increase of females. In the year ending June 30, 1867, there were only 8 females arrived—all to Atlantic ports. In 1868 the whole number was 46; in 1869 it was 974; in 1870, 1,116. The total arrival of females to June 30, 1870, 2,144. In regard to occupation, the returns for the year ending June 30, 1870, exhibit the following facts: Physicians, 6; carpenters, 71; stone-cutters, 14; mechanics, 14; bakers, 3; barbers, 7; tailors, male, 16; female, 11; cooks, male, 42; farmers, 733; interpreters, 4; laborers, 12,782; merchants, 43; peddlers, 2; sailors, 8; occupation not stated, 11: without occupation, 1,973.

women coming with the orientals, that the terrible features of female degradation among them may not be repeated on our shores.

Educators will not fail to observe the great effect that the constant return of so many thousands to China, after having obtained some knowledge of and adaptation to American life, must have on the internal struggles in that empire.*

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*The following, from a communication of Dr. Scudder, in "The Occident" of San Francisco, will indicate that even American teachers can learn something from oriental ideas. He says the author of a celebrated grammatical treatise in the Tamil language, in one part of his elaborate work, gave his views of a model teacher. As a contrast, he first gave the characteristics of a bad teacher, as in capacity, meanness, envy, the substitution of the false for the true, and the habit of blustering. He goes on:

"1. A bad teacher is like an earthen pot. When he was educated his instructor put science after science into him, in a regular order, as one might put a number of different colored marbles, one after another, in a certain order, into a jug. Being now filled up, he begins to teach others, but the marbles do not come out according to the arrangement in which they went in. They tumble out helter-skelter. He teaches without definite plan; confusedly. His instructions are like the indiscriminate issue of the marbles carelessly shaken out of an earthen pot.

"2. He is like a Palmyra tree, which is crowded with sharp-edged incisive leaves. They who, as pupils, try to get fruit from him, cut themselves for their pains. Some fruits which reach the ground, as wind-falls, may be picked up. The man has too much edge to become a good teacher.

"3. He is like a crooked palm standing in a garden. It ought to dispense its shade and yield its fruit within the garden to which it belongs, but, instead of that, it crooks its trunk over the wall, and gives its fruit to those who pass by; so the bad teacher, inattentive to his own pupils, displays his learning to gaping strangers."

The good teacher, on the other hand, is described as possessing "good blood, kindness, piety, loftiness of character, erudition, capacities to impart, and knowledge of human nature." He goes on with figures again:

"1. The good teacher must resemble the earth in four particulars. The terrestrial globe is vast and of bulk unknown. So must his lore be. The earth is strong, shrinks from no weight, and carries its burdens buoyantly. So must he be. The earth is patient; whether birds peck it, or moles bore it, or the hoe smite it, or the plow tear it, it beareth all. So must he indure the diversified provocations which his pupils may bring to bear upon him. The earth is fertile, and yields to the tiller according to his work. So must he yield in exact proportion to the capacity and extractive energies of his scholars.

"2. The good teacher should resemble a mountain in four particulars. It abounds in various products: Gems in its crevices, gold in its veins, grain-fields on its slopes, forests on its summit, cascades over its precipices. Even so let the teacher's literary accomplishments be exhibited in a rich variety. The mountain never runs away, but stands unalterably firm. Let there be an analogous stability in his learning. The mountain is visible from afar, and is still beautiful when its shape melts to a blue outline on the sky. So let his fair fame be. When the plains are consumed by drought, the mountain, musical with running streams, comes to their help, and gives although it receives nothing back. Let the teacher manifest a like spirit of gratuitous impartation.

"3. The good teacher is like the beam of a balance in two respects: It banishes doubt by defining to the eyes the exact weight of any substance. The teacher must weigh all the subjects which he handles, show to learners the precise nature of each, expel doubt, and introduce certainty. Two scale-pans are hung to the beam, and it is the

## EDUCATION AND LABOR.

Agitations of the public mind in reference to questions of labor render the relation of education to the results of industry of special present interest. A tendency to hostility between capital and labor has been apparent. Can either afford to suffer the evils likely to arise from an attempt to adjust the differences by an appeal to force? Yet some form of violent action can hardly be avoided if prejudice and ignorance are too prevalent on either side. The parties in interest are put on an equality of citizenship by the very nature of our institutions. There are no great lines of caste any longer acknowledged; getting capital exclusively on one side and poverty on the other; or education on one side and ignorance on the other. If such an order of facts should occur, it must be brought about by the efforts of individuals or classes. Shall such endeavors be made, or the opportunity for them offered? The answer depends upon the ability of the parties interested to appreciate the situation and meet its difficulties by ways and means in accordance with reason and conscience.

There is offered here in America the fairest field for the successful solution of every irritating question arising between capital and labor, without conflict, without harm to either, without a disturbance of the great harmonies necessary to the highest national prosperity. But reason cannot exercise its sway without knowledge, nor knowledge be possessed without the means of its acquisition. Capital and labor must be both able and willing to see and consider each others' interests. Make all of either class able to read, able to discriminate correctly between right and wrong, render intelligence and virtue supreme in deciding their questions of individual interest, lift them up, so that the horizon of each will embrace the interests of all, and the folly and wickedness of an appeal to force or fraud on either hand will be too apparent to invite the attempt. They would then see how much they have in common, how closely and inseparably they are yoked together. Education in its large sense, the development of all the powers of man for the best uses, offers for each interest the grand instrument for the solution of its difficulties.

With this belief, strengthened by the conviction that no question could be more thoroughly national or pertinent, I have addressed a series of inquiries, first, to observers; second, to workingmen; third, to employers, calling for an expression of opinion upon the relation of education to the productiveness of labor. The necessity of the inquiry is strongly enforced by the flat denial on the one hand that education adds to the pro-

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function of the beam to be just between them and declare for the dish that is heaviest without fear or favor. Let there be a similar impartiality.

"4. The good teacher should be like a flower. Let him imitate the gentle motions of its soft petals. When he teaches, his utterance should be like the fragrance, and his facial expression like the sweet-faced bloom of a morning flower. Then, as the flower, he will be the indispensable ornament of every festive occasion."

ductiveness of industry; while, on the other, the effort to place this matter beyond controversy is ridiculed as raising questions already long since universally answered in the affirmative.*

Three thousand copies of these inquiries were prepared, intended to offer the opportunity of bearing testimony in regard to the points raised, which were sent to every class in every section of the country. Only an attempt to open the investigation is made in this report. An accompanying paper is presented upon the general subject of education and labor, written by one specially interested in the question.

The first question of the series related to the opportunity of the person interrogated to judge correctly, so as to be able to answer the remaining questions; being as to whether he had employed any number of laborers, how many, and in what kind of labor, and where; with appropriate variations when addressed to workingmen and observers.

The other questions were as follows:

2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?

3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write; and, if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and, consequently, their wages?

5. What increase of ability would a still higher degree of education—a knowledge

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* An editorial in The State Journal, published at Harrisburg, Pennsylvania, November 3, 1870, is of the latter character, in which, under the caption "An Official Dogberry," the writer says:

"The sagacious Dogberry observes, 'To be a well-favored man is the gift of fortune; but to read and write comes by nature.'" Applying this to the case in question, he says: "The Commissioner (of Education) questions the soundness of the observation, and is making elaborate efforts to disprove the propositions it suggests. Not disposed to trust the ordinary processes of reasoning, he has, with great care, prepared and sent out several series of questions to 'employers, to intelligent workingmen, and to impartial observers.'" Then, quoting the series of questions in terms of ridicule, and suggesting that others be added, such as "Which can man do without best, fire or water?" "Which is the most useful animal, the horse or the ox?" and that the whole be referred to the "Mackerelville Debating Society," he says that Pennsylvania and other States, acting "on the conviction that education is good for the citizen and for the Commonwealth, have established and maintained schools during a full century," &c. "The terrible query is now raised as to whether this labor, the expenditure of money, public and private, has been for good or for evil? Christian societies, even churches, are involved. Have they been doing the work of the evil one? Have they been pursuing a doubtful policy, not knowing whether men should be made better or worse, for time and for eternity, thereby?"

On the other hand, many men display a decided opposition to the education of some forms of labor. For instance: W. R. Butler, esq., planter, of Murfreesboro, Tennessee, would "prefer the uneducated, sprightly negro on the farm." R. J. Trumbull, esq., planter, of Skipwith's Landing, Mississippi, thinks that "among negroes there seems to be no advantage in education, as, thus far, it has been generally used." B. I. Harris, esq., planter, of Sparta, Georgia, observes that "a limited education, in most cases, is hurtful."

of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?

5. Does this and still further acquisition of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and, if so, how much does this inventive skill add to his power of producing wealth?

6. Would you generally prefer or not a person who has been trained in the common school for the ordinary uses for which labor might be employed over one who has not enjoyed that advantage?

7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?

8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?

## ANSWERS.

### By Sinclair Tousey, esq., New York City, who had employed farm laborers, clerks, porters, and similar help for more than thirty years:

3. Difficult questions. The difference, in my opinion, would be from 20 to 40 per cent in favor of the rudiments.

4. This would depend upon the labor he had to perform. If merely muscular was all expected, these qualifications would add but a small extra value to his labor, but if they were required, a large per cent. of difference would be in favor of the man having the qualifications, though in any case the increase of wages would depend greatly on the laws of demand and supply for work and worker.

5. Yes; but the amount of increase depends entirely on the nature of the things produced, by the improvements and the extent of the want of such things. The more universal the want, the greater the per cent. of advantage in favor of intelligently educated laborers.

6. Yes, by all means. Untrained brains are but poor instruments in guiding untrained muscles.

8. Such men are always looked up to by their more uneducated fellows.

### By General Samuel Thomas, Zanesville, Ohio, who has employed 500 common and skilled laborers, such as were needed to produce merchantable iron from the ore and the coal in the mines:

2. A marked difference, and easily observed by visitors.

3. None of our officers doubt the superiority of men who can read and write, for common labor, over those who can't. Men who have some education require less supervision. The saving to employers in this way alone amounts to fully 10 per cent. Employers suffer constantly from ignorant employés doing their work poorly, and doing less of it for the same wages. This amounts to fully 10 per cent. more.

4. A knowledge of chemistry, geology, working of mines, and, in fact, all the physical sciences, would add to the efficiency of all laborers in our employ. Not that I expect all to advance to the higher departments, but that, with their common school education, they should have some knowledge of the sciences I have named. In many ways men with such advantages could produce more in twenty-four hours with no more labor, and, as a consequence, command higher wages.

5. All the labor-saving improvements are the result of education awakening the

mind to struggle for something to save much and throw the labor upon machines of iron and wood, so far as I have observed in our works. The ignorant man imitates some one else, and, if he is watched, continues to do so day by day; and by these means earns his living, but he is a great tax upon capital. We pay 20 per cent. more wages to a skilled laborer in our employ, with an education that makes him worth it to us, over an uneducated man struggling to fill the same kind of place, but not worth so much.

6. I should much prefer a man with some education; the more the better.

7. I would not employ as a superintendent or foreman a man who could not read and write; all other things being equal, consider a man better and better qualified for supervision of labor as his education increases.

8. The man with some education or some mental training shows his superiority over the ignorant man at home, and by his social and moral influence, to a greater degree than in the shop or at labor. He is more moral, less disposed to be vicious, more industrious, and, as a class, live in better houses, have better surroundings, and seem to be happier men in every way.

## By Mr. John W. Browning, bricklayer, president of his trades union and secretary of the National Labor Union, New York City; his general statement is intended to answer several of the questions:

I have not unfrequently worked with members of my trade who have labored years at the business, and yet they are ignorant of the simplest though very important materials in the building line. For instance, anchors are fastened to every fourth or fifth beam, and must be, or should be, well secured in the wall, by which means there is a bond between the two walls, or four walls, as the case may be; the walls are strengthened, the building is firmer, and less liable to settle. The men I allude to build around and over these anchors, wondering what they are there for and paying no regard to security. Such mechanics are half their time unemployed, and they attribute it to hard luck, or something of that kind; but they do not seem to take heed and get on, and they become discouraged. But it is not so with the mechanic who understands the theory of his business, or who has studied sufficient to discipline his mind. He understands or will understand that the anchor must be set snug in the wall. He knows why a fire-place is built on the outside of a gable; he knows what a keystone is for. In short, he knows the uses of the materials and the designs of the specifications, and he is able to earn his wages, and in many cases superior wages, besides enjoying steady employment during the building season. The latter class of our trade are the students of our business; they lighten their labors and the labor of others by new inventions. A year ago 1,000 brick a day was considered a fair day's work. It is the basis of estimate at the present time, and yet an ordinary bricklayer can lay from 1,500 to 2,000, while I have known men to lay 3,000 a day on a twelve-inch wall. I think any one who has adapted any means to discipline the mind, either by studying at school or elsewhere, is preferred to one who never gave himself to reasoning.

7. It depends on the business to be transacted. In my business a foreman, superintendent, overseer, or journeyman cannot know too much, and those who are trusted with the plans are skilled and as intelligent as can be had.

8. I find men who are in the habit of reading the daily papers soon become well informed. They take an interest in passing events. This brings respect and then self-esteem, pride, and all that; they are more industrious; they can account for change. By the experience of the past they judge the future; they are better providers, live as well as their means will allow; they are always trying to better their condition, and they have an influence among their associates. I am in favor of free day schools for children, free night schools for apprentices, free libraries and better rooms for all who wish to avail themselves of their benefits, believing that it will add to the industry of the nation, elevate society, and make us morally and religiously a better people and better citizens.

A. J. Mundella, esq., member of the British Parliament for Sheffield, England, who had employed a large number, as many as three or four thousand at a time, in the middle counties of England, as knitters, weavers, finishers, and machinists:

2. I would say that an educated man invariably acquires a knowledge of his work with greater facility, and executes it with less cost of supervision, than an uneducated man.

3. The mere rudiments I do not rank very high. If a man can barely read and write he has not attained to much. To read and write *fluently* is a great advantage in conducting the ordinary affairs of life. Evidence has been given before the British Parliament from my own district showing that some grave mistakes in chemical processes, such as bleaching, dyeing, &c., are constantly occurring through the ignorance of the workmen not having the ability to read writing. I have often witnessed natural powers in a person entirely uneducated, which would have been turned to the benefit of himself and his employer if he had only received a thorough elementary education. I have recently seen in Massachusetts Englishmen whose wages their employers would have doubled, by willingly appointing them overseers, if they had only been educated sufficiently to keep accounts.

I think it is impossible to estimate how much education would increase the value of their services. If the labor is merely mechanical, such as tending a machine that is making so many revolutions per minute, it requires little education to perform it; but if the labor is something where the whole manipulation depends upon the intelligence of the workman, it is a very different thing. The division of labor in England is so minute that the artisan who begins and continues the same work for years becomes a mere machine himself.

The value of education, both to the workman and employer, is something that it is exceedingly difficult to estimate. The educated man will better understand the influence of those economical laws upon which his art depends than the uneducated; and my observation leads me to the conclusion that many of the strikes among workmen are the consequence of gross ignorance on their part, and that almost invariably the outrages and intimidation resulting from strikes are the acts of ignorant men.

The more flagrant cases of violence and intimidation in England have been in connection with those trades unions where the education of the workman has been grossly neglected.

4. I believe that technical education is of great importance; that the success of Switzerland and Germany in manufactures, and their superiority over others for the last thirty years, has been owing to the excellent elementary education which they have given to their work-people, to which has been superadded, with great advantage, a large amount of scientific and technical education.

Art-training in England has had a marvelous effect in improving the designs for every description of manufacture where taste is required, and consequently in increasing the demand in foreign countries for such manufactures. For example, the result is seen in the better styles of carpets, laces, dress-goods, crockeryware, furniture, ornamental iron-work, and in every description where decorative art is of value. I think the great want in this country is such education. I have known instances where a youth who has received art-training has been able at twenty years of age to earn more than all the rest of the working force of his father's family. There is one case among my own workmen where such a lad is getting very high wages, and the effect is that the whole household is elevated.

5. The greater the improvements in machinery the more intelligence is required on the part of the workmen who manipulate them. It has been found in England that for working the improved agricultural machines a higher class of intelligence and skill is required to manage them than the old peasantry possess. An intelligent workman will always produce a larger amount of work from a clever machine than an ignorant man can, and will keep his machine in better working condition.

6. I would, certainly. In all classes of labor with which I am acquainted a person receiving the education which is open to him in the common schools of America would be infinitely preferable, in all respects, to a workman whose early education had been entirely neglected.

7. Certainly, I should prefer those who have had the very best education for such situations. In my opinion, a youth cannot be too highly educated for business purposes. I believe there can be no greater mistake than the old and common error that a boy may be made above his business by education.

8. My experience of workmen, on the average, is that the better a man is educated and the greater the intellectual resources he possesses, the less is he disposed to sensual indulgence and the less inclined to any kind of intemperance and excess. Those trades most characterized by intemperance in England are those wherein the workmen employed have the least education. I have employed in various departments of my own business intelligent workmen earning lower wages than ignorant men employed in coarser branches of the business; and the intelligent man educates his children, lives in a comfortable house, and has much refinement and many pleasant surroundings, whereas the ignorant man, with higher wages in some other departments of labor, is more addicted to intemperance, his wife and children are worse clad and worse cared for, and his home in all respects less comfortable. Perhaps the best illustration of this would be the contrast between a clerk earning £80 a year, who is a gentleman in education, tastes, and surroundings, and an ignorant laborer earning the same sum. In England intelligent workmen are generally the men who are distinguished for economy and thrift. They take the lead in all useful associations; they are the managers of the mechanics' institutions, the teachers in the Sunday schools, and the founders of coöperative societies.

In my experience in courts of conciliation I have always found the intelligent workman more open to conviction, less trammeled by class prejudices, more independent, and possessing more individuality than his fellows. The ignorant workman, on the contrary, is much less qualified to sit on the boards of arbitration.

## Mr. W. J. McCarthy, working miner and engineer, of St. Clair, Pennsylvania, writes as follows:

I was born in this county. Ever since I came to years of understanding, I have taken notice of the foreign emigrants, of whom we have a goodly number here. I have found the ignorant and uneducated the poorest of them all. I have had occasion several times to travel through the coal region. I found the uneducated living with their families in mud-hovels and shanties, while the educated preferred living in towns, where their children would have all the advantages of civilization and education. Were it not that this mountainous country is so healthy, the mortality among the former would be very great, for the manner in which the poor ignorant creatures manage to live without entailing disease is miraculous. Dissipation is also very great among the uneducated, more so than among those who are educated; and it would be still greater were they to have the means to purchase liquor. I have often heard poor, ignorant men say, "Were I as rich as so and so, wouldn't I sport it?" Men sometimes get rich by chance, and, if they have not at least the rudiments of education, as a general thing become dissipated. I also observe more brutality among those who cannot read or write than those who can, and also more debauchery, crime, and tendency to evil.

Having in charge the machinery of a large coal-breaker at one time, I observed that the boys that never went to school, and could not read or write, were more mischievous and would oftener try to damage the machinery by putting spikes or pieces of iron in the cog-wheels than the boys who had been at school, and received even a slight education. These are my reasons for thinking that an educated working-man is so much superior to the uneducated. Education is needed for the welfare of any nation, for without it we would become barbarous.

## Cyrus Mendenhall, president of the Kenton Iron Company, Newport, Kentucky, says:

I rejoice that the official attention of the General Government is being turned to the subject of your inquiries, and cannot but hope that sooner or later it will result in some practical benefit to the country. The want of a higher grade of instruction in science of their business, for the managers of the different departments of the manufacture of iron, say in mensuration, geometry, the mechanical powers, hydraulics, hydrostatics, chemistry, &c., has been severely felt by proprietors. The want of competent men in such positions often, I believe, makes the difference to owners between success and failure.

In illustration or justification of my replies to your Nos. 3, 4, and 5, I will take the liberty of giving you an instance or two coming under my own observation. An engineer at our blast furnace near Wheeling—a man who had previously been intrusted with important machinery, and run an engine successfully when all was right, a temperate and well-meaning man, but without education, except to read and write and make the simplest arithmetical calculations—was directed to place a hand force-pump at the river and have water driven up to the tanks located 60 feet above the river level; a half day, with two assistants, was spent fixing the pump on the river bank 40 feet above the water, with a soft hose from the pump to the water, and another from the pump to the tanks. He did not know why he was unsuccessful in getting the water into the tanks. It was difficult at that time (owing to the war) to replace him with a better man, and he was left in charge of the machinery when the furnace went into blast. The machinery was vertical, the steam standing above the blast cylinder, the whole extending in a line some 27 feet above the foundation. Considerable vibration at the top was found to result from the movements of the machine when put to the necessary speed. Instead of remedying this by guys from the top to the strong surrounding walls, during a fortnight's absence of the superintendent, the engineer applied one timber brace, setting the top over the whole, or little more than the whole, amount of the vibration, thus forcing it out of line and causing such injury to the inside of the cylinders, from cutting of the metallic piston heads, that the blast cylinder (and I think the steam cylinder also) required to be taken out and sent to the manufacturer, a hundred miles distant, and the whole put in repair, at a cost of $2,000. This, with the damage arising from stoppage, was more than sufficient to have paid the wages of a first-class man, instructed in the "science" of his business, for two years. That man is still employed in the same position at a blast furnace on the Ohio River above us.

Now for another kind of a man. In a part of the country, when the service of a railroad engineer was very difficult to procure as well as very expensive, it was necessary to construct two or three curves to a definite radius in a short railroad extending from the coal mine to the main line of railroad, an employé, who knew nothing of engineering, but had mastered the first six books of Euclid, by an evening's study and application of the geometrical principles involved, discovered the very rule and method used by the best engineers, and next day, with the aid of a transit, located the curves with correctness and dispatch. How much was such a man worth above an ordinary hand?

## Mr. S. P. Cummings, of Boston, Massachusetts, secretary of the Massachusetts Grand Lodge of the Order of St. Crispin, chairman of the executive committee of the International Labor Union, and of the State labor party, says:

2. The difference is very marked, indeed. Educated labor is by far the most skillful and faithful. Value of skilled labor over unskilled, both as to productiveness and compensation, fully 20 per cent.

3. A knowledge of the subjects would increase production and wages fully 20 per

cent. over the present, inasmuch as the effect would be to stimulate laborers to produce better articles, and consequently increase their means of enjoyment.

4. It does. It is difficult to determine. I should say 20 per cent. as the result of my observations in fifty cities and towns in this State.

5. Most certainly he would, by intelligent employers.

6. I have a large personal acquaintance among manufacturers, and they uniformly agree that their foremen's money value depends largely on the education they possess. To this rule there are some exceptions, of course.

7. Inventive culture, as a rule, increases the self-respect and improves vastly the social habits of workingmen.

Educated workingmen live in better houses, have better surroundings, and in all respects superior to those whose education is limited and defective. They are less idle and dissipated than the untaught classes. As regards economy, morality, and social influence, educated laborers are preëminent among their fellows. I may add one general observation, that while I was foreman of a shoe factory, employing forty hands, I always got better work, had less trouble, and, as a general rule, paid better wages to the more intelligent workmen. The more ignorant hands were continually giving me trouble, either by slighting their work, or failing to appear in a fit condition to work after pay-day. They were, many of them, coarse, vulgar, drank liquor, grumbled, and were in all respects disagreeable.

I am so well satisfied of the inestimable value of education to the laborer that I would make it compulsory. No man should be allowed to go into the arena of life until he has at least a decent English education. A class of uneducated laborers in a community or State is an ever-present element of danger and injury, not only to labor but to the State itself; therefore, sir, I am much pleased to see that you are collecting statistics for the information of the Government and people on the subject.

My observation has been, and my opinion is, that educated labor is the best paid; that the several habits, style of living, general character for thrift and enterprise of our educated laborers, are so clear as to admit of no question. I cannot particularize on the subject; I can only give general results. Had I more time now, I would like to add some observations on what I regard as defective in our present system of education. Visiting, as I do, the different parts of the State, I observe from necessity the habits of workingmen, and will at some future time, if you desire, give my experience more in full.

## Mr. A. E. Johnson, workingman in shoe shop, of Haverhill, Massachusetts, says:

There are many instances in this city of first-class workmen who can neither read nor write, but they are exceptions to the general rule. They may be good at their particular part, but not so quick to learn any new part.

## Miss Martha Walbridge, of Stoneham, Massachusetts, head of the Daughters of St. Crispin, (trades union,) says:

2. I unhesitatingly reply in the affirmative to the first question. As to *how much* such additional skill would increase the productiveness of their service, &c., I would state it certainly as much as 20 per cent.

3. The ratio is certainly great, and I am so sanguine on this subject that I would state the increase of ability would give the laborer *double* the power. As to *what* knowledge would be most practicable, I would offer, as a substitute for bookkeeping and algebra, natural and intellectual philosophy, and my observation teaches me these sciences are absolutely essential to the welfare and progress of the laborer.

4. Most emphatically it does. For who so stupid that will not exercise the little wit he may have to economize his physical strength. How much this inventive skill adds I feel incompetent to judge.

5. Certainly, unless the employer be a thief or rascal.

6. Rarely have I known an illiterate person employed as foreman, and when such cases have come under my observation, the persons thus employed have never been able to retain such position, on account of their incompetency.

7. Mental culture has a salutary effect on the habits of working people. It has a direct tendency to morality and refinement. It assuredly develops itself in a desire and healthy effort to secure for themselves and families better homes and intellectual enjoyments. A sense once attained of the true dignity of man and woman hood is seldom, if ever, lost sight of, but retained and fostered as the poor man's one only priceless jewel, and this sense and noble desire make him an honest and respected citizen.

Respecting modifications of the common school system, which have been suggested as corollaries to the answers to these questions, I may add a few words.

First, as respects the ordinary whole-day system, Mr. Edward Atkinson, of the firm of Loring & Atkinson, of Boston, Massachusetts, gives an account of the very great success of a half-time school for the children of the Indian Orchard Mills, established by, and connected with the school system of, Springfield, Massachusetts. In this school half the children work six hours in the morning, and attend school three hours in the afternoon, and the other half go to school three hours in the morning, and work six hours, partly in the morning and partly in the afternoon. Under this arrangement Mr. Atkinson is of opinion that the children "work better and learn more in each hour than those who work or attend school full time," and says that the opportunity attracts the best families to the mill, so that the proprietors have "philanthropy without alms-giving or charity, combined with better profits." Some very remarkable specimens of chirography by children, originally of very small acquirements, who have attended this half-time school for six and twelve months, accompany Mr. Atkinson's letter.

Edward Winslow, of Boston, Massachusetts, the general agent of the Industrial Aid Society for the Prevention of Pauperism, suggests, in reference "to *practical* education in this country *pari passu* with theoretical, that we are greatly deficient in this respect as compared with all other civilized nations, for we have but few technical or trade schools, and those few are designed for a higher class than that which our society hopes to reach. * * The school at Kensington, established by Prince Albert, has been of infinite value to England not only in cultivating the taste and skill of her artisans; for the export of manufactured articles traceable to that school amounts to £70,000," (or $350,000.) "A few years ago (1863) only 3,000 students were instructed in the art and technical schools of Paris; in 1867 there were 12,000; and in 1869 there were 350 *schools*." After some observations on the superiority of the educated workmen in the ease with which he learns his trade, the improvements in machinery and manipulation that he can make, and the rapidity and perfection of his work, Mr. Winslow goes on to say:

The greatest benefit to be conferred upon our country is to make mechanical and industrial pursuits more respectable, and to educate and train the young for these pursuits. Our systems of instruction are now altogether intellectual, and even this only goes far enough to give the pupils a distaste for manual occupations.

He also suggests the importance of retaining, as part of the system of public education, "moral culture and religious instruction," which "need not be sectarian;" and he closes his letter by saying that "the greatest obstacles to prosperity are found," by the society he represents, "to be want of both moral and mental training in the individuals that come under their care."

Professor J. W. Burns, secretary of the American Artisans' College of Philadelphia, Pennsylvania, writes respecting "the practicability and utility of mechanical and artistic instruction in common schools." He believes that "to make work of the hands and the mind combined a leading feature is absolutely necessary to render education an efficient means of mental development and culture. As a vast part of the community depend upon productive occupations for means of subsistence, instruction of children should have for its chief object the development of the faculties which most facilitate mechanical effort." In all the schools he has been connected with he finds "that the most intractable boys may be induced to work, and, when the labor is not continued long enough to fatigue, will go to it with pleasure." "Setting type is one of the best exercises in orthography in which a learner can engage." By the "pantagraphic system of instruction, children from five to ten will learn the rudiments of language and sciences pleasantly and rapidly; and if a fair portion of their time from ten to twenty be given to useful work they may be taught mechanic arts thoroughly," &c. "Much of the expense of education may be paid by the work of the pupils."

In support of these opinions he mentions various interesting items respecting the attendants of the American Artisans' College. He believes both intellectual and moral culture may be stimulated by awards of honors, decorations, degrees, &c., for proficiency, good conduct, &c., to all students in school who seriously endeavor to improve.

In the article upon "The relations of education and labor," which I have had prepared as an introduction to the responses from employers, working-men, and observers to the series of questions sent out from this Bureau, bearing upon this subject, will be found a condensed summary of the special schools established and supported by the different European governments for the training of their citizens in the arts, sciences, and industries of life. A glance at what is done in this direction by the little kingdom of Würtemberg, with its population of less than two millions, or by the republic of Switzerland, with its twenty industrial schools for girls, is sufficiently suggestive of our own deficiencies.

The extracts from the report of the British workmen who were sent by the London Society of Arts to the Paris Exposition of 1867 are full of interest, more especially in view of the great effect that was produced by them upon the English manufacturers, who were then made first aware of the danger they were in of losing their boasted supremacy, from their lack of trained laborers, and who have gone to work with their usual energy to remedy the fault, by establishing training schools in the arts and industries, the good effects of which are already visible.

In the extracts from a report to the Massachusetts legislature, the statement that "there is *no remedy* for the wrong of depriving children of a proper education," and the assertion that the public-school system of New England, so well adapted to a former state of society, *fails* to meet the demands of our modern civilization, contain both the rationale of free public education by the State, and the indictment of the thinkers of to-day against the present system.

The remarks of Dr. Lyon Playfair, at a recent meeting of the British Social Science Association, with which this introductory article closes, would seem to sustain this indictment, and at least challenge attention.

In the answers returned by the employers, workingmen, and observers to the circular questions sent out by the Bureau in reference to the effect of education upon industry, as to its giving increase of compensation, and in its general effect upon the condition and value of the laborer as a citizen, from the mere rudiments of knowledge up to the higher technical culture, many interesting facts were elicited, some curious discrepances and differences of opinion appear, and now and then the underlying problems of political economy, the complex relations between capital and labor are here suggested and there thrown into sharp antagonism.

These answers come from every section of the country and from those engaged in various industries; and in the kind of industry there is found a reason for the difference in the estimate of the value of book-learning, the builder of complex machines seeing far more worth in the higher education of the laborer than the superintendent of the Kansas Railroad, who finds the possession of a certain innate power over men, by his foreman, of higher value than the best education. In the replies of employers, from those requiring great mechanical skill to those dealing with plantation hands, save a few who exclude the colored laborer from the application of the rule, the common testimony is, that ability to read and write adds to the value of the workman and to his pay; the more ready comprehension of directions, the less supervision required, and the ambition of the educated man to rise to do better, being the chief reasons adduced. The rate of increase of wages runs from 10 to 100 per cent., averaging in ordinary cases from 20 to 25 per cent.

In replying to the question as to whether increased knowledge, such as practical knowledge of the sciences underlying his occupation, would add to his wealth-producing power and to his wages, there is a remarkable unanimity, though the replies of the employers show inferentially how rarely such knowledge is found among their employés. The effect would be to lift the man at once up into another and far better paid class; the increase of wages being doubled and trebled over that of the untaught laborer.

In replying to the question as to the increase of knowledge creating inventive ability in the laborer, the problem becomes more complex, as is evident from the limitations expressed by the answers; but the fact re-

mains that, of necessity, increased knowledge avails here in a marked degree; only, to be successful, the inventor needs not only knowledge but will and creative ability.

One employer finds the capacity to do mischief by strikes, &c., increased by training.

The replies of the workmen to the same series of questions are of far more interest than those of the employers, because presenting the subject in a greater variety of views.

The illustrations used by the answering workmen are nearly always remarkably apt and clear, not involved, but distinct and sharp, and generally drawn, of course, from the avocations they pursue.

As to education giving increased skill and aptitude, the testimony of the workmen is that it does almost universally; one remarking that in the business of iron molding, where generally it is least supposed to be of consequence, this result is to be most observed.

As to an ability to read and write conducing to increased "fidelity" and "skill," also to increase of wages, opinions vary, though most agree that it would increase them from 10 to 20 per cent. One great value of so much knowledge is, that those able to read the facts for themselves are not apt to be so unreasonable in their demands nor to engage in strikes; but, knowing the markets, know that increase of wages at a given time is impossible. One writes that "How cheap will you work?" *not* "How much do you know?" is the question asked by certain employers, and his opinion is that knowledge has little to do with wages. Yet the same authority, in replying to the next question, "As to how much more knowledge will increase wages," bears full testimony to the value of an acquaintance with arithmetic to miners, the class of whom he speaks. So it seems that in this labor to simply read and write is not enough; and his answer, seemingly undervaluing this knowledge, is but a strong plea for more education. Most treat fidelity, faithfulness, honesty, as a matter independent of mere knowledge of the rudiments of education; as moral qualities which are possessed in as high a degree by some who know nothing of the rudiments of education as by those who do. One argues against education increasing the "fidelity" of the laborer, because education enables him to appreciate the wrongs inflicted by capital upon labor, and therefore will not be likely to increase his "fidelity" to those whom he considers his oppressors.

To the query as to the effect and value of still higher education, a knowledge of the sciences that underlie his occupation, the answers are very varied, and treat upon nearly all the related questions in the contest between capital and labor. One replies that it would enable a mechanic to take his own contract and receive all the profit coming from his labor; in other words, though the writer does not say it, it would transfer him from the rank of those who labor for wages to that of the employer. Another thinks it would increase the wealth of the employer but not of the laborer.

"Mr. Sampson likes his coolies because they are docile and cheap—not because they can read and write."

Another finds a drawback in that a youth with this education, fitted to make him a superior workman, thinks it menial to learn a trade; this idea is expressed in different forms by several.

Another states that a thorough knowledge of the material in which an iron-molder works, for instance, would enable him to produce the same results with one-third less labor; but would not necessarily increase his wages. A distinction is drawn by several between the additional wealth-producing power and the increased wages of the laborer.

In answer as to whether the increase of inventive skill keeps pace with increase of general education, one states that during the past four years the production of a given number of mechanics has at least doubled from the improvement in tools. Another says, "It is well known that all labor-saving machinery is the product of the brain of the educated laborer; but for forty years it has resulted in neither less hours for labor nor less physical labor to the laborer. The educated laborer of to-day works as hard and as many hours as the laborer forty years ago—the 'labor-saving' being money only to those who labor not." All the replies admit the value of education to any one with inventive faculties, though not conceding the whole credit to the fact of education alone.

As to educated persons being preferred for superintendents, foremen, &c., most of the replies concur that they are, but assertions are made of cases to the contrary. Some employers select men of brute force to dominate over their laborers, but the emphatic bitterness with which these facts are stated would seem to show that they are exceptional.

As to the effect of education and culture upon the position and influence of the laborer, the testimony is confirmatory of its value; one believes that the large proportion of criminals are *children of ignorant parents*; another points to the fact that but one in ten of the convicts of New York State is from the mechanic and laboring classes; another finds great advance in the condition of the laborer through the spread of education, and looks to the reducing of the hours of labor to the lowest possible amount as the only hope for increased refinement of that class; another considers this reduction of the hours of labor "the great question of the day;" another would have every child compelled to go to school till the age of sixteen years—a portion of each year at least; another admits the great power of education in elevating the class of workmen in all respects, but says "all is lost in the knowledge that a corrupt government legislates entirely for capital and nothing for honest labor."

From the observers these questions draw forth very different replies from those given by the actual employers and laborers, not in regard to any of the technical questions, as to the general improvement produced by education, but in the reflections induced and by their deductions from the facts.

The question of the kind of education to be given is earnestly dis-

cussed, and the omissions which they charge to the common school and high school system are forcibly delineated. The absolute need of technical schools, of furnishing education closely related to the industries of all persons who must work, is strongly presented; while the philosophy of the advantages of education to the laborer is clearly stated by another observer: 1st. In the independence it creates. 2d. In the withdrawal from a lower to a higher sphere of labor, and in thus diminishing the number of the mere laborers and so increasing their wages. wherein lie some of the secrets of the worth of education.

But not mere knowledge of rudiments, not facility in mere exercise, but in the progress of technic art, and in the habit of right thinking and conscientious conduct, is the hope and progress of the American workman.

From the testimony thus given by various classes, from all sections, and among many industries, it is clear that the worth of a common school education to the common laboring man is universally conceded, with the single exception of those speaking of colored laborers; that his value to the community at large is positively increased and his power as a producer, of adding to the common stock of wealth, is materially enhanced by the education given him as a child in the common school. The increase of wages he will receive on account of his knowledge is put at various figures, averaging near 25 per cent. That this increase of value arises, 1st, from the fact of his being more readily instructed in the duties of his work; 2d, that he needs less supervision; 3d, that he does his work to better advantage and therefore produces more in a given time; 4th, that he is less liable to join in unreasonable and unseasonable strikes; 5th, is more industrious; 6th, less dissipated; and, lastly, is less liable to become an expense to the commonwealth through poverty or crime.

That this (which is true of the commonest laboring man who knows little more than to read and write, but who, knowing this, possesses a marked superiority over his fellows, who are ignorant of these simple rudiments and means of acquiring knowledge) also holds true in regard to additional acquirements, is likewise fully shown.

That a knowledge of the sciences that underlie the occupation gives greatly increased value to their possessor as a laborer is agreed on all hands—no answer so far excepts even the colored laborer. It does this, 1st, by enabling him to avoid dangers, in mining, for instance, to which ignorant men are exposed; 2d, by enabling him to detect and remedy difficulties, which else would cause expense or delay; 3d, by enabling him to discover shorter and simpler methods of work, thereby increasing his powers of production; 4th, by stimulating his qualities of contrivance so that he adjusts and modifies the tools or machines which he uses, and becomes eventually an inventor of simpler and better machines, thus increasing the wealth-producing power not only of himself, but of his fellow laborers. In this direction it is estimated that his

value is increased 100 per cent., while in certain exceptional cases the gain is incalculable. But after admitting all these arguments in favor of the increased value of the laborer who possesses this higher education, it is clear, from the evidence of all, that the chief value and greatest advantage of such increased knowledge arise from the fact that it advances the well-being of its possessor. By virtue of increased education he commands higher wages for his services, and also adds largely to the common production.

Looking merely at its economic value, these answers go to prove that the community receives an ample return for whatever of money it invests in the education of its citizens. Since this is demonstrated, it adds force to the arguments now being urged for technical education, for special training in the several industrial fields; for, if the teaching of the simple rudiments and general instruction give so rich a return to the State, how much greater and more certain results may be relied upon from special training for special labor. This question, which has been so fully tested by the technical schools of the European governments, is attracting attention here, and we are not surprised that dissatisfaction is openly expressed that the high schools furnish no opportunity for training in the practical industries of life.

The argument, as stated here, rests on an entirely different basis from that presented by the professional man—mortified that his country possesses no schools for professional training equal to those of Europe.

This is the plea of the citizen who finds in the higher branches of the public schools an utter failure to give that training which fits for varied practical occupations. The point is well taken, and merits consideration. It is a plea for artisan, art, industrial, and scientific schools as a part of the common school system—a plea based upon the economic value to the state of such training to its citizens.

The questions of the hours of labor, of the relations between capital and labor, of the importation of cheap Chinese labor, of the alleged discrimination in legislation in favor of capital and against labor, all come up in varied forms and show an activity of thought among the workingmen which will require to be met by intelligent argument if we would avoid in this country that impending conflict between the producing and capitalist classes, to avert which is occupying the thought of the ablest minds of the Old World.

These questions cannot be ignored, and the only safe solution of problems so complex and so vital lies in the general dissemination of education among all citizens of the state, so that the capitalist shall be taught as well as the laborer, (and in this country the classes and terms are continually interchangeable, the laborer becoming capitalist, and often, by sudden reverse of fortune, the capitalist becoming laborer,) and that all shall come to see that there is no necessary antagonism between these fellow-workers, for the interests of the laborer rest everywhere upon capital, which is nothing but the sum of surplus labor, and that capital

is vitally interested in the improvement, intelligence, and prosperity of the laborer.

To short-sighted grasping capitalists and ignorant laborers this often seems the reverse of the truth, but the repetitions of history again and again demonstrate its unchangeable verity. As labor emancipates and owns itself, health and prosperity come to the nation; as it is enslaved and owned, the capitalists becoming stronger and the laborer weaker, luxury increases and the semblance of prosperity deceives the nation; but this false semblance of strength meets with sudden catastrophe, as yesterday with the slave system of America, to-day with the hollow pretension of imperial France.

It is this danger, inherent to labor which can be controlled in mass, which arouses the instinctive hostility of free laborers to importations of Chinese contract labor. It is clear from the answers drawn out by these simple educational questions that all classes are interested in education, and that the subject includes many topics and is linked with all political and economic problems.

This report goes to press while the answers and opinions coming in from all quarters of the country are increasing in interest. My hope is that they will continue to come until every inquiry sent out has been answered.

Then, should it be possible, I expect to use all the material in hand in treating this and the related questions towards which so many of the answers have so naturally directed attention.

The special need of this will be most felt by those who know best the strong but exceptional convictions prevailing in many minds, that it is injurious and dangerous to give colored laborers a rudimentary education as noted above.

However faulty or blind any of these opinions may be in our judgment, it becomes us, in view of the gravity of the interests at stake, to bring the whole subject under the most wide and correct observation and examination, both as regards facts and opinions, that truth may have a fair chance at every honest mind, and correct ideas of what education is and of what its benefits are to all races and classes may be universally disseminated.

## COSMOPOLITAN, HALF-TIME, AND EVENING SCHOOLS.

The combination of people speaking various foreign languages, in San Francisco and Sacramento, has led to the establishment of schools known as cosmopolitan, in which the necessity for learning these languages is measurably met. All our cities have men and women, so pressed with the labors necessary for their support that they have no time save the evening for self-improvement. Many of these persons have had no previous opportunity even for rudimentary education. Not a few of those who attend these schools are willing to make any effort for self-improvement. Sometimes the father and son, or the mother and

daughter, occupy the same desk. In Jersey City the attendance of the girls was better than that of the boys. In the girls' school one-sixth of the average attendance were never absent. One of the girls, who was obliged to walk a distance of more than two miles, was never absent. In Providence many attend these evening schools, going directly from their work in the mills, or other places, without waiting for their supper, and making greater progress in five months than others attending the regular schools in a year. "A young factory girl, Miss Eliza A. Boyle," says the Providence report, "has in this way, in four years, acquired an education equal to that of the graduates of the high schools." One young man, a mechanic, is mentioned, who is studying with a view to enter college. He commenced arithmetic the previous year, finished it last year, and made considerable progress in English and Latin grammar and algebra. Another is reported as "working diligently at his trade, that of a belt-maker, improving his leisure hours by study, and attending evening schools with persistent regularity." In three years he finished a preparatory course in Latin, Greek, and mathematics, and entered Brown University.

In the evening schools in Springfield, Massachusetts, 43 of the operatives who made their mark upon the "pay-rolls" in November, wrote their names at the February payment following. St. Louis affords opportunity for special instruction in German in evening schools.

Half-time schools or partial-time schools, so common in European cities, have been attempted in this country only to a limited degree. They have been conducted on various plans, and are intended to accommodate children who are compelled to labor for the support of themselves or their parents. The effort is made to give the children a fair compensation for whatever services they render. They are a part of the day at work and a part at school, the hours at school proving a genuine rest, the interest being so great that there is no truancy; and the owners of the mills reporting that where there was lost time before these schools were opened there is now none.

As showing the extent to which efforts are made by a modification of the regular school system, and by the establishment of schools of a peculiar character to accommodate the laboring and depressed classes in Europe, I introduce the following extract from the reports of her Majesty's diplomatic and consular agents abroad, respecting the condition of the industrial classes in foreign countries in 1870:

### GOVERNMENT INSTITUTIONS AFFECTING THE INDUSTRIAL CLASSES IN FRANCE.

*Crèches.*—M. Marbeau, to whom the establishment of this institution is due, opened the first at Paris in 1844, and, invoking the Divine protection, called it *crèche*, or manager. Children in arms are received from half past five in the morning to half past eight in the evening, for 20 centimes (2*d.*) a day, or 30 centimes (3*d.*) for two children of the same parent. The mother brings her child every morning on going to work, returns to suckle it during meal time, and can pursue her calling without anxiety for its welfare. There are at present seventeen *crèches* at Paris; on Sundays and holi-

days they are closed. They form the link between the *sociétés de charité maternelle* and the *salles d'asile.*

*Salles d'asile.*—An institution for the education of children of both sexes from two to seven years of age. They are very generally gratis, but in places where there is a small expense attached to admission children whose parents are unable to bear it are received gratis. They are frequented by a great number of children whose parents willingly afford the small outlay required, which varies according to the resources of the commune. The lessons do not last more than fifteen minutes at a time, and are varied by bodily exercise. In 1867 there were in the department of the Seine 187 *salles d'asile*, giving instruction to 25,424 children. The city of Paris, where they are all gratis, paid £39,510 for their support, and by rural communes, £805. The total number of children in the *salles d'asile* throughout France was 432,141 in 1866.

*Écoles primaires.*—The next step in the life of a child belonging to the industrial classes is his admission into an *école primaire.* At the *crèche* he was simply taken care of. At the *salle d'asile* his tender years did not admit of his being much taught. At the *école primaire* he receives moral and religious training, and is instructed in reading, writing, and arithmetic, the elements of French, and the knowledge of weights and measures. These form the usual course, but the physical sciences, history, geography, mathematics, and surveying may be studied in addition, and even drawing. foreign languages, bookkeeping and geometry.

The instruction is given gratis throughout the country to children whose parents are not able to pay; in Paris, gratis to every one.

The principal laws regulating the *école primaires* are those of the 15th of March, 1850, and the 10th of April, 1867. The latter extends and makes proper provision for the education of girls, which had before been rather neglected.

In 1866 1,732,412 boys and 1,578,290 girls attended these schools. Of the population of France, of 38,067,094 souls, 397,062 are children between seven and thirteen years of age.

The law of 1850 also provides for the establishment of schools for adults over eighteen years of age, and apprentices over twelve. The latter are open in the evening from 7 to 9, after the apprentices have finished the labor which they owe to their employers.

## TEACHING GERMAN.

In close connection with this matter of foreign education and foreign inquiries is the subject of teaching foreign languages in our country; more especially the teaching of German, on account of the preponderance of the German-speaking element over those of our foreign population speaking other than the English language.

Reference is made to the article on this subject among the accompanying papers.*

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* Professor John Kraus, some of whose suggestive paragraphs are there quoted, in another communication to the Washington National Republican, offers the following observations:

"In regard to our public schools, no teacher should be deemed competent to instruct in the German department unless proficient also in the English. * * *

"The German language has actually become the second language of our republic, and a knowledge of German is now considered essential to a finished education. * *

"It seems entitled to this appreciation, as it is the mother of Anglo-Saxon and modern English, and is spoken in this country by six millions of the people."

Mr. Kraus, in this connection, calls attention to the statement of a distinguished grammarian, that "three-fourths of the English language at present consist of words altered or derived from the Teutonic dialect."

## NON-ATTENDANCE, ABSENTEEISM, AND TRUANCY.

The immense amount of illiteracy in the country is a most significant fact, pointing to non-attendance. This prevails alike in country and city, though with great differences in results. The large country districts, sparsely settled, present formidable obstacles to the location of schools so that all can attend. The rural occupations of such a population and absence from special vices of the town expose them less to the injuries of ignorance. All enterprise, however, all high products of industry, all proper development of civilization, must suffer in such communities. But this non-attendance of the population of school age in our cities, increased by absentees and truants, is the grand source from which are supplied all the developments of vice and crime against person and property. These three evils are noticed in some form of complaint in almost every State and city report. Each is sufficient to imperil the interests of any community.

It is estimated by the city superintendent of San Francisco that there are at least 2,968 children in its streets who are leading idle or dissolute lives. So great has become the crowd of young lads prowling around the streets, that it is a question of the highest importance to the future welfare of society, "What shall be done to check this fearful tide of depravity which is sweeping over the city, wrecking so many noble youth and blasting the fond hopes of so many anxious parents?" He calls for truant laws similar to those in force in Boston and other eastern cities.

Hon. A. J. Craig, late State superintendent in Wisconsin, in his last report, observes:

> Making a liberal allowance for the number who have previously attended school, and for those who were so situated that they could not attend, there are still remaining more than 50,000 youth in the State, growing up in ignorance; more than one-eighth of the whole school population, and about one-sixth of the number that could be reasonably expected to attend school. What would be thought of the parent who having six children should entirely neglect one of them, giving it no care, training, or education? Would he not be held to be inexcusable, criminally negligent of his sacred duty, and would not his negligence be all the more criminal if the neglected one, of all his children, most needed care and oversight? Yet this is just what the State does.

The State superintendent in Pennsylvania reports 75,000 children thus growing up outside of the schools. In Philadelphia alone, the census taken by the police a few years since showed 20,000 who were neither in any school nor engaged in any useful employment.

In New York City the number of children who have no place in school nor any home worthy the name, nor any useful employment, cannot be determined. The estimates of the number range from 20,000 to 60,000. Can murders like that of Mr. Nathan be the occasion of any surprise in such communities?

For these evils, already so vast, and still growing with such rapidity in most of our cities, many causes are assigned. The indifference or the poverty of parents, the inconvenience of location of school-houses, the unattractiveness of the school-houses, the insufficiency of school accom-

modations, and the inefficiency of school teachers, are among those generally given. But the causes are sufficiently apparent in any community to those who will look after them carefully.

How can they be overcome, and their consequences remedied? The public sentiment of each community must answer. Nothing adequate, however, may be expected if the facts are not looked up by the teachers, the police, and other city authorities, and brought home to the feelings of the citizens. It is useless to say that these evils cannot be removed. If they are irremediable, we must admit the alarming fact that many of our cities are fast becoming unsafe as places of residence for honest and decent people. Life would lose its security and property its value. The conduct of school officers and teachers sometimes, by their indifference, suggests that the remedy should begin with them. In these cases they conduct the schools as if they were intended only for their own convenience, and for the benefit of scholars that they may choose to retain within them. Too many reports never recognize this element, never include the whole population of school age. Average attendance and percentage of attendance are made out on the basis of enrollment; whereas the standard in every case, for the system or the school, should be the education of the whole number who ought to be in school. Every system and every school should compare what it does with what it ought to do for the whole number of children for which it is responsible.

It is important to show the evils resulting from the running away or absence of those who are registered in the school; but the representation, if truthful and complete, would include the corresponding facts with regard to those who never appear in the school-room. Go up and down our cities, how few can even seat and how many less can give instruction to the total number of children of school age? Not a single State can do this. It may be said then, first, that the idea must be corrected in the minds of school officers and teachers; second, there must be ample instruction and accommodations for the entire population of school age; third, every appropriate measure must be adopted to overcome the indifference of parents; and, fourth, if the evil is not otherwise remedied, the law should imperatively require every child to receive instruction, at least in the rudiments of an English education, a certain number of months each year within the period of proper school age. These things not only ought to be, and are essential to the public good, but they have been done and well done. Boston long since showed, approximately, how education can be guaranteed to every child in an American city. Massachusetts furnishes a good law, and the respective municipalities put it into efficient operation. Municipal officers, teachers, police, heartily unite, and favorable results are reported. New York has a good law, but it is well-nigh without enforcement. Whatever operates against one of these evils has a favorable effect upon each of the others. The absolute prevention of non-attendance will gradually reduce absenteeism and truancy.

The superintendent at St. Paul, Minnesota, makes the following remarkable statement:

I have reason to believe that, through the public schools and the private schools of the city, all the children of the city are in attendance upon a course of education.

With the concurrence of the chief of police and his force, truancy is scarcely known in the city during school hours. In no part of the city, neither in the town, nor the streets, nor at the depots, nor in the suburbs, will children be found during school hours. I take pride in calling attention to the fact, and have invoked the assistance of the police, on the assumption that a vagrant child is as much under their supervision as a vagrant man, and I am happy to know that they are in full sympathy with myself on that subject.

The average cost of instruction in the public schools for the past year, per scholar, as enrolled, has been $10 55, but eleven cents in excess of last year.

## WOMAN'S INTEREST IN EDUCATION.

Nowhere else in the world does education open to woman a sphere, on the whole, so attractive as in America. She has won for herself here acknowledged superiority over man in the primary training of children. Her supremacy in the profession of teaching has long been conceded in Massachusetts.* Her excellence as a teacher is more and more acknowledged from the Atlantic to the Pacific, and finds a fitting statement in the language of the State superintendent of California, who says: "The functions of the teacher's office are especially suited to women. They are the natural educators of the young."

But woman's interest in education consists not merely in what has already been accomplished. Her disabilities and sufferings have not been so universally considered and relieved as have those of man. The honors and duties of the family state are not duly appreciated. Women are not trained for these and other duties as men are trained for trades and professions. Numerous institutions are richly endowed with money, with teachers of the highest talent and acquirements, extensive libraries, and abundant apparatus for the benefit of men.

"Woman's profession, about which there is no dispute, embraces the care and nursing of the body in the critical periods of infancy and sickness, the training of the human mind in the most impressible period of childhood, the instruction and control of servants, and most of the government and economies of the household. These duties of woman are as sacred and important as any ordained to man; and yet no such advantages for preparation have been accorded to her, nor is there any qualified body to certify the public that a woman is duly prepared to give proper instruction in her profession."

Why should not woman, as well as man, have first a thorough elementary training; and if opportunities and circumstances like those of man suggest a liberal education, why should she not have also a thorough preparation and a fair opportunity for the highest culture she

* In summer the number of male teachers was 497, and of females, 5,540. In winter there were 959 male teachers, and 5,081 females.

seeks? The questions arising here are still matters of experiment. The greatest amount of *ex cathedra* declaration will not avail to convince the public judgment. The solution and its acceptance must come by the usual process of a fair opportunity for trial, a thorough test of results, and a general acquaintance with them. None of these conditions yet exist. Hasty or partial conclusions will not bring them. The progress in the last forty years has been great, and encourages every well-directed endeavor. All who inquire in this direction may well turn their attention to the figures presented in the accompanying tables, so far as the question of sex appears. An extended opportunity for their study is afforded.

Turning to the tables of illiteracy, curiosity will be interested in observing that in 1850, in Maine and Wisconsin, the illiteracy of the sexes was equal, there being 3,000 of each. In New Hampshire there were twice as many illiterate men as women, there being 2,000 of the former and 1,000 of the latter. In Rhode Island the ratio was two to one, the men being the more intelligent. Vermont had 7,000 illiterates, the males exceeding the females by 1,000. In 1860, in Maine, the sexes were still equal in their illiteracy. In New Hampshire there were 2,000 males and 3,000 females unable to read and write. But these facts cannot be pursued far without meeting those reaching beyond curiosity and arousing the deepest solicitude of the patriotic and philanthrophic mind. In the total adult illiteracy of the country, as reported in the census of 1860, there were 1,364,236 males and 1,588,003 females, the number of the latter exceeding the former by 223,767.

Here, at the very base of the pyramid of our national intelligence, we are met by this appalling fact, that women, even in this land where they are most favored, are not so generally trained in the rudiments of learning as men. Passing upward to secondary instruction, it will be noted that, however imperfect this is for men, it is much more frivolous, lacking in thoroughness, and occupied with so-called accomplishments for women. A few separate first-class institutions have been established for them after the most serious struggles. In spite of the great good they have accomplished, many still doubt and sneer. Endowments are few and limited. Secondary training for women, offered in institutions established by the State, is chiefly in the direction of preparation for teaching afforded in normal schools. In some of the academies, where females are admitted on an equal footing with males, an excellent and thorough work is done. The same remark is becoming more generally true of the institutions of this grade established for the separate training of females. But their opportunity, more multiplied and more productive of results than any other, is in the high schools of the graded system. Where these exist, as they do in almost every city of the country, females have an equal opportunity with males, and, in a very large number of high schools, constitute the majority in attendance as well as of graduates.

Near Newton Centre, Massachusetts, a horticultural school for women has been opened. Where opportunities offer, she is succeeding admirably in telegraphy and in schools of drawing and design. The free art school in Cooper Institute, for women, had during the last year 231 pupils; in the wood engraving school, 25; and in that for telegraphy, 82. Her triumphs are becoming more and more numerous in all the work connected with letters and books. Leaving all doubtful disputes to those who have an opportunity for them, all educators and philanthropists may unite in the conviction that every woman in the land should have the opportunity for education which her faithful and successful discharge of the responsibilities and duties devolving upon her requires.

Examining the opportunities for the participation of woman in superior education, we find her greatest disadvantages. Oberlin and some other colleges have admitted her to the same course of study with men, and given her the same diploma. There is an increasing tendency to do this, and yet, with the most ardent advocates, there is apparently some misgiving about the results. Dr. Raymond, president of Vassar College, expresses a very general conviction when he observes that a liberal education for women is not, in all its details, precisely the same thing as a liberal education for men. Professional and technical education for woman progresses slowly, and is embarrassed by surprising distrusts. Her facility in the use of the needle has long since ceased to to be challenged by a doubt. In the days of apprenticeship the girls were put to learn the trades which had for their object the preparation of the wardrobe for either sex; but apprenticeship has passed away, and no appropriate schools have been devised to take its place. The superiority of woman in nursing the sick is universally acknowledged, and all the delicate and complicated responsibilities of that service are thrust upon her, while no opportunity is afforded for special training for it. Compelled in every pursuit which she undertakes to gain an honest livelihood, to produce work of equal merit to that of man, in nothing save teaching is she afforded the same opportunity for preparation, while her compensation, generally less, is often one-half below that received by man for similar services.

Next to the normal school the commercial and medical colleges are doing the most for woman's special education. Limited experiments have been attempted here and there, seeking to provide special instruction and training for woman in various other industries.

## ILLITERACY.

So great is the necessity of accurate and complete information in regard to the illiteracy of the country to any well-considered discussion of the educational necessities of the hour, that I have republished from Dr. Barnard's report on education in the District of Columbia, in the accompanying papers, an article on the subject, with carefully prepared tables and views.

These tables, prepared with great accuracy, and bringing within a small space and in a new form the statistics of illiteracy for two decades, form an interesting study for the political economist. Though reprinted just as the results of the ninth census are about to be made known, they are none the less indispensable for the purposes of information and comparison.

## PROSCRIPTION OF RACES IN ELEMENTARY EDUCATION.

The friends of universal education will be struck with the numerous indications, still remaining, of the proscription of races in elementary education. The fact is one especially demanding the attention of the nation. It strikes at the vitals of every interest. If peoples come to us our only hope of self-preservation is in their education. In some of the States where school systems have been long successful, as in Illinois and Indiana, the prejudice against the colored population slowly disappears. In a late report of schools in Indiana it is observed in regard to the colored population, that "after being denied all use of the school fund, and thus taxed, they have been under the necessity of levying on themselves an additional tax to build their own school-houses and for the entire cost of their tuition." The school law of Nevada provides that "negroes, Mongolians, and Indians shall not be admitted into the public schools, but the board of trustees of any district may establish a separate school for their education, and use the public school funds for the support of the same." This interdict mainly effects the negro race, since neither Mongolian nor Indian children, except a few living in white families, manifest any desire to attend the public schools, and, there being but few colored people in any single locality, the permissive provision is practically inoperative. But one colored school was attempted in the State during the year, and it was soon discontinued on account of extraordinary expense, and, as a consequence, the superintendent states, "we have growing up among us a class of juvenile pariahs, condemned by our State to ignorance and its attendant vices."

In California children of African, Indian, or Mongolian descent, whose education can be provided for in no other way, may be permitted, by a majority vote of the trustees, to attend schools for white children, in case a majority of the parents of such children make no objection.

The attempt to establish a day school for the Chinese in San Francisco proved a failure. The board of education therefore opened an evening school for this class, which has been successful. The whole number of pupils enrolled was 277; average daily attendance, 27½. The school is doing good. It is estimated that the Chinese pay about one-twentieth of the taxes in the city.

The most striking indications of this proscription of races in elementary education appear in the reports of those States and cities where slavery has been lately abolished. In the cities, however, the proscription is less manifest than in the country districts. In Nashville, Mem-

phis, and New Orleans the colored pupils are supplied with school privileges in the public systems, while in the country districts of the States in which these cities are situated the prejudice against colored education amounts well-nigh to a prohibition; and there is not among the people that knowledge of the benefits of elementary education to all classes which is needed to overcome the notions inculcated in the interests of slavery against the education of colored laborers; some employers, in their ignorance, holding that a knowledge of reading and writing would decrease the efficiency of their colored employés.

## TEACHERS AND THEIR PREPARATION.

All educational improvements concentrate themselves upon the work of the teacher. He is professedly the educator. The young are specially and formally committed to him for certain hours during a long period of their youth. They bring to him their various natures, and the effect already received from parents, from home, from the surrounding community, and the influences of material nature. With these germs of character placed in their hands, the teachers make the nation. To no other class is the future of America so fully committed. Therefore, what he character of the American teacher is in the various grades of instruction, how he is prepared, what he proposes, what he does, and with what instrumentalities he labors, most deeply concern the body politic. This statement of the responsibility and public concern that centers in the teacher implies no disparagement of the influence of the parent, the pulpit, the press, the forum, or any of the other mighty educational forces. These, with the exception of the parent, operate chiefly upon the adult mind. Legislators, who determine the very framework according to which justice among the people is administered, can only make laws; the pulpit is limited to those who can hear intelligently; the press, to those who can read understandingly; but the teacher determines to what extent and in what degree there shall be any intelligent reading and hearing, and, in effect, largely shapes the sentiment which decides whether the law shall be a living or a dead letter.

The action of the General Government in the past, chiefly manifested in granting lands for common schools, universities, or colleges of agriculture and the mechanic arts, has never distinctively considered this important agency in determining the character of the nation. The rewards of the most skillful instruction have never warranted the profession in making special expenditures in its own behalf, either in the establishment of schools, the production of literature, or the acquisition of skill. The work of teaching among us has been too much a mere makeshift, something to be resorted to when nothing else could be done. Large-minded educators, however, alive to the considerations here suggested, have induced various States at first, (those taking the lead in reforming school affairs,) and afterward others, as they became disposed to elevate the character of their citizens, to establish schools or provide spe-

cial instruction for the training of teachers. These schools, however infelicitously, are described as normal. All intelligent sentiment on the subject considers them essential. The importance of extending correct ideas, the inadequacy of what has already been done, and the lively interest felt in what should be done, especially in those States just now establishing systems of free common schools, have led me to introduce two papers covering branches of this subject. No friend of good training can fail to be quickened and aided in studying them.

If any one will examine the publications of the General Government, he will be surprised to find the multiplicity of documents, each more or less directly aiding every other profession, to observe how few have ever been issued at all specially adapted to improve the methods of teaching or the qualifications of teachers. The two hundred thousand men and women engaged in the various departments of instruction, it would seem, would themselves constitute a class worthy of some attention in this particular, even aside from the importance of their responsibilities. But when it is remembered that through them especially the character of the nation for the future is to be modified, elevated, or degraded, how are all objections overcome, and the supreme importance of appropriate publications for their benefit enforced? Their success or failure must determine whether the universality of suffrage is to be safe or perilous; whether the reception upon our soil, or the enlargement of our borders by the incoming of foreign peoples, is to destroy the essential character of our ideas and institutions of liberty, or whether there is to be in the nation a capacity thus to receive and at the same time to assimilate to itself all coming peoples and commonwealths; whether America is to lead or fall behind in the march of human progress.

## EDUCATIONAL ASSOCIATIONS.

No nation excels the United States in the benefits derived from voluntary associations. The summarized reports of these meetings, though of necessity given here in a condensed form, show a very general and gratifying interest in the educational questions of the day on the part of these instructors. A glance over the topics discussed will show how varied and all-embracing are the subjects suggested and comprehended by the term "Educational." It is unfortunate that the able papers presented at these meetings are so often never published.

Massachusetts successfully introduced the principles of subdivision into her State teachers' associations. Several of the national associations at their last meetings effected a similar arrangement. Should they thus succeed by securing a degree of diversity sufficient to comprehend all classes of professional educators, teachers in elementary and secondary schools, professors in technical and professional training schools, and presidents and other college officers, and school superintendents, State and county, and members of school boards, so that each shall receive some special aid in his own peculiar duties, yet all come

together for a few addresses and the consideration of those genera. topics of equal interest to all, much will be done to render universal the sympathy which each specialty requires, many foolish misunderstandings and attendant jealousies would vanish, every one bringing some contribution of interest to the great gathering would carry away with him some new means of benefiting those under his instruction or supervision.

The importance of general public sympathy in the exercises of these meetings should not be overlooked. Repeated in every State, county, and city, they cannot fail to prove one of the most important means of advancing all the interests of education, general and local.

I regret that when the summaries of these meetings presented were prepared the reports of the recent meeting in Massachusetts and of the National Baptist Educational Association were not at hand.

Dr. Steffen's letter alludes to an interesting meeting of German teachers at Louisville, Kentucky.

## SCHOOL SUPERVISION.

It is hardly possible to separate school supervision from efficient instruction and training. The private teacher who seeks the greatest excellence desires some one besides himself—parent or educator—to visit his school, and lend it the inspiration of his approval. Colleges and academies appoint examiners outside of their own boards of control and instruction. The earliest district school subjected the teacher to the authority and inspection of a committee. The larger and more philosophical adaptation of supervision has come with the greater enlargement of our communities and educational institutions. No State or city system proposing the highest efficiency presumes to do without it. Delaware, Oregon, Tennessee, and Texas are the only States without a central school office, and the condition of their schools affords all the commentary needed upon this omission.

The progress of school improvements, however, is not satisfied with the simple idea of supervision, but is active in subdividing and subordinating the labor, so as to meet all the resistance from ignorance, from the changing sentiment of communities, and the limited average time that teachers are devoted to their profession. With a view to aiding the endeavors of various educators in this direction, by grouping together opinions and facts, I sent out a series of inquiries, which, together with the answers returned, will be found among the accompanying papers. What is there among us that requires higher character, greater administrative ability and attainments, than this work of supervision, the object of which is to observe and direct the intellectual and moral life of their respective communities? From these answers something of the diversity of fact and opinion with regard to the functions of supervision will be manifest. How imperfectly these duties are understood and appreciated, how poorly paid! What a lack of economic

wisdom, in certain communities, do the facts presented exhibit! There are some excellent exceptions.

M. B. Anderson, LL. D., president of the University of Rochester, observed recently in an educational convention:

> I speak it without exception, and I know what I say to be true, all our men are overworked and underpaid. There is no class of men, in the world or in the church, at this day, who require so much of intellectual power, attainments, and expense in their education, who are so miserably paid, and so prodigiously overworked, as those who are engaged in education in all its departments, from the lowest to the highest. We can never become a civilized people, in the highest sense of the word, until we are willing to pay for the brain-labor that is engaged in the work of education.

The abstracts of State and city reports give some notion of the ability of these supervising officers. Any competent and well-informed judge, I believe, will affirm that no other administrative documents issued by our States and cities are equal to these school reports. Yet, often how meager the salary of the superintendent, how manifold the duties, and inadequate the assistance. Rare skill and high responsibilities are not so unwisely limited in any of our railroad, banking, or other private or corporate bodies. How often these officers have the aid of only a single clerk, or less. Instead of bringing his high attainments and his whole soul to the communication of the best ideas and improvements in instruction and discipline to the numerous teachers, and securing their benefit to every child under supervision, the superintendent is often occupied, and his energies exhausted, with details which could be performed by a good clerk. Again, there is no official assistant, where there should be one, two, three, or more.

It is gratifying to observe that these considerations are taking effect in many places; the duties are subdivided, the offices are well manned with assistants and clerks; there is appropriately a separate officer in charge of buildings, another in charge of purchases, and the territory is subdivided so that the subordinate inspector of schools is able to communicate the excellencies of the system and method adopted by the general supervision to every teacher. Special attention is invited to the progress made in Boston and Cleveland in the subdivision of city supervision. One great fault is, undoubtedly, the too frequent change in these supervising officers.

## AN AMERICAN UNIVERSITY.

Attention is asked to the report in reference to the establishment of an American university, which was made to the National Teachers' Association at Cleveland, Ohio, August 20, 1870. The need of such an institution of learning is forcibly urged. I would suggest in this connection that the United States already possesses, within the limits of the city of Washington, some of the essential elements.

The nuclei of a grand national university, which in time could be made worthy of the nation, in the Botanical Garden, the Smithsonian Institution, the splendid law libraries, the Army Medical Museum, the

rapidly increasing Congressional Library, the centering here of all these appliances for such a grand institution of learning, may suggest a practical way in which the Government may aid in founding such a school for universal culture as shall draw to itself private beneficence, and result in that long-hoped-for institution, the American university.

The following very suggestive remarks on the nature, province, and limitations of American collegiate instruction are worthy of attention. They are from an address on "The university of the nineteenth century: what it is, and what it will cost," by President M. B. Anderson, LL. D., of Rochester University, read before the National Baptist Educational Convention which met in Brooklyn in April 1870:

The traditions of the scholarship of Christendom are not founded on superstitious admiration of ancient learning merely because it is old; nor in a purblind conservatism which refuses to recognize all and everything which is good in the nineteenth century. None are more impressed with the defects of our educational systems than those American scholars whose devotion to learning has consigned them, as a class, to ill-requited labor and certain poverty. They feel that a trust is committed to their charge on behalf of good learning and an intelligent Christianity. This trust they may not betray.

Most of the popular arguments against our college system are such as were directed against the English school and collegiate course such as it was forty years ago. The course of study in England has received very great modifications, and still greater are in progress. But of these changes very many writers on education seem to be entirely ignorant. Arguments and ridicule which Sydney Smith used with truth and effect half a century ago against a system which has to a great extent been abandoned in England, are reproduced against our own college system, where the special evils against which they are directed never existed at all. The amount of science and modern literature which is incorporated into the American system would more than satisfy the most radical English reformers. But, as a matter of fact, the popular judgment in our country, so far as it is clearly expressed, is coincident with that of the scholar. Among those who seek a high education for themselves, or for their children, the vast majority choose that combination of classical and scientific studies which forms the basis of our college courses of instruction. Statistics to prove this statement are superfluous in their abundance.

Much of the dissatisfaction of our course of study is due not so much to the subjects as to the mode in which they are taught. Beyond question there is much to improve and modify in all our methods of instruction. The reasons for this are, in part, such as attach to everything that is human, and, in part, special to our own country. Our college officers are in general poorly paid and overworked, and the public at large gives little attention to the mode in which they discharge their duties. They are apart from the ordinary impulses and motives which affect men in other professions. The ability of a corps of teachers, the intelligence and vigor with which a college is administered, have very little to do with its reputation or patronage. The most conscientious man may become weary when he knows that the most energetic devotion to his work and the greatest attainments will bring him hardly more of profit or reputation than a mere perfunctory and decently respectable discharge of the letter of his obligations to the public. Under such circumstances nothing but the most earnest conscientiousness on the part of those responsible for its administration can prevent an educational institution from steady depreciation. The college of the future must supply some system of impulse and supervision which shall remedy the evils which thus grow up. Our institutions require an energy of internal administration like that which pervades our great financial corporations. The teaching of the future cannot be modeled upon the past alone. In the study of the classics very material modifications of method must be adopted. Intelligent teachers are constantly changing their processes for the

better. In the future new and simpler analyses of grammatical forms, more compact and philosophical statements of the principles of construction will be made, more general and comprehensive laws will be developed, so that the labor of memory in the mastery of languages will be lessened. Comparative philology, which has done so much for the philosophy of language, must be made to assist the teacher in the work of instruction.

## PUBLIC PARKS.

Public parks have very appropriately been called the lungs of great cities, and their importance as a means of health and enjoyment to the inhabitants is too obvious to need comment; but fine, large, and conveniently located parks likewise exercise a very striking educational influence, manifesting itself in certain changes of taste and of habits, and consequently in the requirements of the people. The truth of these remarks has long since been fully recognized in most of the states of Europe, and many of our own large cities have nobly emulated this example by appropriating tracts of land and large sums of money for laying out public parks. The move in this direction has been constantly on the increase throughout the whole country, but as yet no complete exhibit of all the facts connected with this subject has been given, chiefly on account of the want of sufficient material. From the few reports sent to this Bureau we select the following statistical facts:

*San Francisco, California.*—Public park of 1,013 acres, (unimproved.)

*Baltimore, Maryland.*—Druid Hill Park, (no report.)

*Boston, Massachusetts.*—Preliminary steps taken to acquire a park.

*St. Louis, Missouri.*—Fourteen parks, (395.64 acres;) amount expended, $121,497 26.

*Orange, New Jersey.*—Llewellyn Park, (800 acres.)

*New York, New York.*—Central Park, (no report.)

*Brooklyn, New York.*—Prospect Park, (no report.)

*Albany, New York.*—Park but just commenced.

*Buffalo, New York.*—Land bought for a park.

*Cincinnati, Ohio.*—Eden Park, (200 acres.) Proposed park, (500 acres.)

*Philadelphia, Pennsylvania.*—Fairmount Park, (largely extended last year;) amount expended, $3,208,269 88.

*Washington, D. C.*—Various recommendations have been made with regard to public parks, but no general plan has been adopted.

The educational influences of public parks have been well set forth by Frederick Law Olmstead in the Buffalo report, where he says:

> The main object we set before us in planning a park is to establish conditions which will exert the most healthful recreative action upon the people who are expected to resort to it. With the great mass such conditions will be of a character diverse from the ordinary conditions of their lives, in the most radical degree which is consistent with ease of access, with large assemblages of citizens, with convenience, cheerfulness, and good order, and with the necessities of a sound policy of municipal economy. Much must necessarily be seen in any town park which sustains the mental impressions of the town itself, as in the faces, the dresses, and the carriages of the people, and in the throngs in which they will at times here and there gather and move together. Inasmuch as there are necessary limitations to the degree in which a decided and, at the

same time, a pleasing contrast to the ordinary conditions of town life are possible to be realized in a park, and inasmuch as the town is constituted by the bringing together of artificial objects, the chief study in establishing a park is to present nature in the most attractive manner which may be practicable. This is to be done by first choosing a site in which natural conditions, as opposed to town conditions, shall have every possible advantage, and then by adding to and improving these original natural conditions. If this is skillfully done, if the place possessing the greatest capabilities is taken, and nature is not overlaid, but really aided discreetly, by art, it follows as a matter of course that in a few years the citizens resorting to this locality experience sensations to which they have before been unaccustomed, disused perceptive powers are more and more exercised, dormant tastes come to life, corresponding habits are developed, and a new class of luxuries begins to be sought for, superseding, to some extent, certain others less favorable to health, to morality, and to happiness, if not wholly wasteful and degrading. The demand thus established will, of course, sooner or later make itself felt in several other ways besides those which pertain to the park. Before laying out a park, therefore, it is best to consider what the character of the demand which must thus be expected to grow up with it will be, and see if it cannot be anticipated with advantage. It is easy to determine that its character will be that of a liking for things which are in no way essential to the requirements which had led to the building up of the town as it was before the park was called for. For example, the demand for convenience in getting quickly from places where business is done to places where such rest and sustenance can be had as are necessary to maintain the ability to do business, and for convenience of transferring goods from shops and shipping to stores, obliges the obliteration of all natural objects, gives occasion for compact building, causes the removal of whatever would obstruct wheeling and walking between buildings, and leads to the construction of solid and rigid pavements, and the general prevalence of noise, jarring, and confusion. All these things are compatible with a great deal of luxury, especially with the luxury of architectural grandeur and elegance; but the tastes which will be fostered by a park will demand luxuries not only of another kind, but such as cannot be associated intimately with these things—luxuries more natural, more healthful, and more desirable to be brought within easy reach of the citizens. The park, as we have described it, must necessarily be large and costly; to place it in the midst of the town would be to make it excessively costly in the first place, and permanently a great obstruction to business. It should, then, be placed at such a distance from the great body of citizens that time will necessarily be spent in going to and coming from it; time which will either be spent unpleasantly, or, at best, with reference to the gratification in any degree of the tastes under consideration, will be wasted. The demand then will be that means of escaping from streets bearing the character which inevitably attaches to the greater part of the compact business parts of a city shall be put everywhere more nearly within the reach of all the people than they would be merely by the formation of a park, however large, at some one point in the suburbs. For these reasons we would recommend that in your scheme a *large* park should not be the sole object in view, but should be regarded simply as the more important member of a general, largely provident, forehanded, comprehensive arrangement for securing refreshment, recreation, and health to the people. All of such an arrangement need not be undertaken at once, but the future requirements of all should be so far foreseen and provided for that when the need for any minor part is felt to be pressing, it may not be impossible to obtain the most desirable land for it.

Bulwer, in one of his works, (Eugene Aram,) remarks that, wherever he saw flowers in the peasants' little gardens by the roadside, this circumstance indicated a higher degree of culture, an advance in civilization, showing some appreciation for the beautiful, and the fact that poverty was not so great as to have all other cares absorbed in the one

great case of eking out a bare existence. These remarks are applicable to nations as well as to individuals. Every nation, in its development, passes through stages of existence similar to those.*

## STATISTICAL TABLES.

The statistical tables accompanying the report, though essential to the work of all large-minded and philosophical educators, are not expected to be attractive as popular reading. The disadvantages and embarrassments under which these summaries of facts have been attempted cannot be described, nor can they be understood outside of the office. The decennial United States census has been the main source of information in these particulars. How inadequate and imperfect the material thus furnished has been only those can know who have had occasion to work out from it practical results for the use of the general public. Other attempts outside of the census have been partial, limited, and very little published from them in such form as to be valuable for aid in undertaking the accompanying collections.

My predecessor, Hon. Henry Barnard, had bestowed upon the whole field great attention and labor, and had specially sought to generalize and classify the statistics corresponding in a measure to Tables I and II, and those in regard to cities, with results exceedingly valuable to every educator, if published, yet very unsatisfactory to his own judgment.

The educational argument in any community reaches outside of its own boundaries. Limited to them, it may lead astray by its lack of scope and far-reaching generalizations. Every school-room must guide and enforce its methods, not merely from what is exhibited of humanity and truth within its own walls, but in certain things must make them accordant to the principles of growth universal in the human race. The teacher and school officer must make the largest draughts on human knowledge and experience in determining the direction of their movements and the standards of excellence. Education allows no room for narrow-mindedness or illiberality.

The accompanying general tables have received an incalculable amount of attention and care in preparation and revision, in the hope that they may contribute something to the advantage of every person, parent, teacher, or school officer who has sufficient interest in this work to study them. They are in no sense to be regarded as perfect, but as pointing to something of the excellence and completeness to be sought in the future.

The tables connected with the State and city abstracts are given so fully for several reasons. They have a positive value for the student of these subjects in their present form. The use of statistics in the guid-

* The "outtings," in which all the school children of Philadelphia participate with their teachers, on a day set apart for the purpose, is suggestive of what city parks may do for the health and good cheer of the young.

ance of any of our social or civil affairs is in its infancy. The diverse material from the numerous and widely separated portions of our country has never yet been collated for the satisfactory study of the educational statistician, upon whom we must depend to give them their best shape and whatever approximation they are to have to uniformity, and to deduce from them the great lessons needed in the establishment of schools, the education of teachers, and the training of the young.

A greater amount of these statistics has been given in this first risumé, in order that their great diversity, peculiarity, and irregularity may be duly understood and attention appropriately turned to their improvement. Figures cannot, indeed, take up and fully represent mind, or its progress in virtue or vice; but they must form the chief basis from which to determine the excellence or deficiency of different methods of culture.

Tables 1, 2, 3, 4, 5, and 6 were first prepared, as fully as possible from the material in the Bureau, and printed, and a copy was sent to every person responsible for the statement against each State, college, or other institution reported, with a printed slip.*

It was my intention to have presented the final result of State efforts in several forms. The inadequacy of material from which such results could be drawn will be seen by reference to Tables I and II.

A single line of comparison, however, only is here attempted from the facts in these tables, which is found for each State by dividing the whole amount reported as expended for public schools by the total population of school age.

From the report furnished by General Pitcher, Superintendent of the Military Academy at West Point, we also find the per cent. of those examined for admission during the last fifteen years who failed on account of literary incompetency. As these candidates are nominated, as a rule, one from each congressional district, this result will show something of the quality of education in each State, while the percentage of adult illiteracy from the census of 1860 will indicate the condition of intelligence at that date.

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* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
*Washington, D. C., October —*, 1870.

SIR: Two copies of tables ——, intended to accompany the report on national education now in process of preparation by this Bureau, are sent you. They include the latest information in this office.

The greatest attainable correctness is desired. They are sent you with the hope that you will aid the accomplishment of the purpose of this Bureau by supplying omissions and correcting errors, as far as you are able, and return one copy to this office.

My intention is to make all reasonable efforts for completeness, but to publish the best results I can obtain, whether complete or not.

Very respectfully, your obedient servant,

JOHN EATON, JR.,
*Commissioner of Education.*

*Graduated table, showing the amount expended by the different States for the education of each child, of their school age, &c.*

| Number. | States. | Public school expenditure per capita of school population. | From census of 1860, percentage of illiterates over 20 to population over 20. | Percentage of failures at entrance examination in the Military Academy for 15 years. |
|---|---|---|---|---|
| 1 | Nevada | 19.17+ | ..... | .85+ |
| 2 | Massachusetts | 16.45+ | 6.55 | .02+ |
| 3 | California | 11.44+ | 7.56 | .20 |
| 4 | Connecticut | 10.29+ | 3.20 | .27+ |
| 5 | Pennsylvania | 7.86+ | 5.68 | .15+ |
| 6 | Illinois | 7.83+ | 7.37 | .12+ |
| 7 | Iowa | 7.21+ | 6.26 | .16+ |
| 8 | New York | 6.83+ | 5.81 | .15+ |
| 9 | Vermont | 6.47+ | 5.09 | .07+ |
| 10 | Kansas | 6.45— | 5.88 | .50 |
| 11 | Ohio | 6.43+ | 5.74 | .25 |
| 12 | Michigan | 6.40+ | 4.99 | .27+ |
| 13 | New Jersey | 6.38+ | 6.58 | .03+ |
| 14 | Rhode Island | 6.20+ | 6.07 | .00 |
| 15 | Minnesota | 5.71— | 5.67 | .18+ |
| 16 | Wisconsin | 4.98+ | 4.52 | .18+ |
| 17 | Maine | 4.78+ | 2.92 | .15+ |
| 18 | Maryland | *4.50+ | 22.10 | .15+ |
| 19 | New Hampshire | 4.46+ | 2.46 | .07+ |
| 20 | Arkansas | 3.97+ | 39.42 | .20 |
| 21 | Louisiana | 2.84+ | 53.25 | .16+ |
| 22 | Delaware | †2.70+ | 25.30 | .45+ |
| 23 | Missouri | 2.65+ | 19.76 | .31+ |
| 24 | Nebraska | 2.65+ | ..... | .20 |
| 25 | Indiana | 2.37+ | 10.41 | .28+ |
| 26 | Alabama | 1.40+ | 54.61 | .34+ |
| 27 | Tennessee | .91+ | 38.09 | .25+ |
| 28 | Florida | ‡.91+ | 52.53 | .00 |
| 29 | Kentucky | .60+ | 31.61 | .28+ |
| 30 | North Carolina | .48+ | 47.34 | .18+ |

* School population from United States census of 1860; school expenditure of 1868.

† School population from United States census of 1860; school expenditure of 1869–'70.

‡ School population from United States census of 1869; school expenditure of 1869.

NOTE.—The school expenditure in the States of Oregon and South Carolina, the school expenditure and school population in the States of Georgia, Texas, and Virginia, and the school population of West Virginia are not ascertainable by reports.

## COLLEGES, ETC., IN THE UNITED STATES.

The statistics of colleges in the United States, presented in Table III, are necessarily imperfect, as indeed are all the statistics presented in this report; their accuracy depending entirely on the interest taken by the individual institutions mentioned. Every attempt has been made consistent with the limited time allowed. At the time this report is

being written there is very little known—about 80 of the 369 in this table. As the tables will be corrected to the very latest possible moment, I will not attempt here to furnish a complete résumé, but only such as I have the materials for at the present time.

Of the 369 colleges, then, there are—

| | | | |
|---|---|---|---|
| In Alabama | 4 | In New Hampshire | 1 |
| In Arkansas | 1 | In New Jersey | 6 |
| In California | 15 | In New York | 27 |
| In Connecticut | 3 | In North Carolina | 10 |
| In Delaware | 2 | In Ohio | 35 |
| In Georgia | 21 | In Oregon | 4 |
| In Illinois | 28 | In Pennsylvania | 34 |
| In Indiana | 19 | In Rhode Island | 1 |
| In Iowa | 13 | In South Carolina | 7 |
| In Kansas | 7 | In Tennessee | 20 |
| In Kentucky | 10 | In Texas | 4 |
| In Louisiana | 7 | In Vermont | 3 |
| In Maine | 4 | In Virginia | 11 |
| In Maryland | 10 | In West Virginia | 3 |
| In Massachusetts | 6 | In Wisconsin | 14 |
| In Michigan | 7 | In District of Columbia | 4 |
| In Minnesota | 2 | In Utah Territory | 1 |
| In Mississippi | 5 | In Washington Territory | 1 |
| In Missouri | 14 | | |

Of the 369 colleges, 25 are under the supervision of States; 1 of a city, and 1 of the masonic fraternity; supervisory power over 83 is undetermined. The remaining 259 are divided among the denominations as follows:

| | | | |
|---|---|---|---|
| Methodist Episcopal | 60 | Friends | 3 |
| Roman Catholic | 47 | Universalist | 3 |
| Baptist | 37 | United Presbyterian | 2 |
| Presbyterian | 28 | Free Will Baptist | 2 |
| Congregational | 19 | Moravian | 1 |
| Protestant Episcopal | 16 | African Methodist Episcopal | 1 |
| Lutheran | 7 | Reformed Dutch | 1 |
| Church of Christ | 7 | New Church | 1 |
| German Reformed | 5 | Latter Day Saints | 1 |
| United Brethren | 4 | Unitarian | 1 |
| Cumberland Presbyterian | 3 | | |

In the 299 colleges reporting, (up to date,) there were 3,201 instructors and over 54,500 pupils. One hundred and sixty-seven colleges instruct males only; 54 instruct females only; 77 admit both; and of 71 the sex of the students is unknown.

## THEOLOGICAL SEMINARIES.

From the best information in possession of this Bureau at the time of preparing this statement, the number of theological seminaries in the United States is as follows: In Alabama, 1; in California, 2; Connecticut, 3; Georgia, 1; Illinois, 10; Iowa, 3; Kentucky, 6; Louisiana, 1; Maine, 2; Maryland, 2; Massachusetts, 6; Michigan, 1; Minnesota, 1;

Missouri, 2; New Jersey, 3; New York, 11; Ohio, 9; Pennsylvania, 15; South Carolina, 3; Tennessee, 1; Texas, 1; Virginia, 4; Wisconsin, 4; District of Columbia, 1; total, 93.

These are divided among the following denominations:

| Denomination. | Number of seminaries. | Number of instructors. | Number of scholars. |
|---|---|---|---|
| Roman Catholic | 10 | 64 | 737 |
| Presbyterian | 13 | 47 | 505 |
| Baptist | 15 | 45 | 480 |
| Protestant Episcopal | 12 | 50 | 308 |
| Methodist Episcopal | 4 | 26 | 307 |
| Congregational | 7 | 31 | 304 |
| Lutheran | 13 | 23 | 243 |
| Christian | 2 | 5 | 120 |
| Reformed | 5 | 9 | 61 |
| United Presbyterian | 4 | 8 | 47 |
| Universalist | 2 | 4 | 31 |
| Free Will Baptist | 1 | 4 | 25 |
| Moravian | 1 | 8 | 20 |
| Unitarian | 1 | 7 | 12 |
| Undenominational | 2 | 8 | 54 |
| Unknown | 1 | ..... | ..... |
| Total | 93 | 329 | 3,254 |

As the table of theological seminaries among the accompanying papers will be corrected to the latest possible date, reference to it for more correct information is made.

## SCHOOLS OF MEDICINE.

The total number of institutes of medicine and kindred branches reported is 88; professors, 588; pupils, 6,943. Medical colleges, 72; professors, 523; pupils, (1869–'70,) 6,194. Regular colleges, 59; professors, 430; pupils, 5,670. Eclectic colleges, 5; professors, 22; pupils, 211. Homœopathic colleges, 7; professors, 65, pupils, 275. Physio-medical colleges, 1; professors, 6; pupils 42. Dental colleges, 6; professors, 39; pupils, 257. Pharmaceutical schools, 10; societies, 9; professors, 26; pupils, 512.

In connection with this table special attention is invited to the article on Medical education, which has been carefully prepared *from the materials on hand.* This will explain the apparent prominence given to some institutions in certain parts of the article. For instance, no late catalogue or announcement of any medical college in New York for males is on file in the office.

## LAW SCHOOLS.

The résumé of the latest statistics of law schools, presented in Table

VI, shows, up to date, 28 institutions, with 99 professors and 1,653 pupils.

For the latest corrections reference is made to the table itself.

## AGRICULTURAL AND SCIENTIFIC SCHOOLS.

The résumé of the latest facts respecting these institutions gives 26 schools, 144 teachers, and 1,413 students. Some of these institutions are due to private munificence, but most of them to the act of Congress donating public lands for the establishment of colleges of agriculture and mechanic arts. This action came none too soon. Our workmen, especially those engaged in occupations requiring skill, were already suffering in comparison with those producing similar fabrics in foreign countries. The American College, pressed to its utmost capacity, seizing every opportunity afforded it, was failing to give that training with reference to the industries which the changed condition of society and occupation required. Secondary education was equally inadequate.

President Folwell, of the University of Minnesota, observes:

Outside of these institutions stood quite uninterested the great body of the population: the tillers of the soil, the delvers in the mines, the sailors of the sea and boatmen of the rivers, the artisans in stone, wood, and iron, the carriers, and the great army of mere laborers. For all these no provision was made, nor was expected to be made, in the way of schooling beyond the rudiments taught in the common schools. In the course of two or three decades an immense revolution has taken place. The steam-engine, the telegraph, the cylinder press, the new processes of chemistry, the extension of geographical discovery, have raised many of the trades almost to the rank of professions. These farmers, artisans, and tradesmen are knocking at the doors of our educational circumlocution offices, "wanting to know." In short, a huge load in the way of technical education has been thrown upon us; for these classes are not asking merely for the ordinary instruction in mathematics, language, science, and history, but in the application of science to their respective arts and trades. There are demands not only for general schools of technology, but for special schools for agriculturists and horticulturists, for miners, for navigators, and for engineers. The mercantile classes cannot long be satisfied with the meager and unscientific training offered in the business colleges. The normal school, almost a necessary incident of any system of public schools, no longer needs apologists nor defenders.

Here, then, are new elements and conditions in the problem. It is no longer a small number of persons preparing for professional work, who are demanding higher education, but a vast body of people, hitherto unknown to educators, thronging forward, clamoring to be taught how to *do their work* in the best way. These new demands, so far from supplanting the ancient liberal discipline, but multiply the need of it.

Without attempting to characterize the result of this donation by Congress, or the success of the various State efforts, I may quote a statement made in another address by this very intelligent educator:

Maine has her separate college, and will make a specialty of the building, rigging, and navigation of ships. New Hampshire has confided her trust to Dartmouth College; Vermont, hers to the State University. Massachusetts has divided her fund, one-third of it going to the Agricultural College at Amherst, two-thirds to the School of Technology near Boston, which school is devoted of course to the mechanic arts. Rhode Island passes her money over to Brown University, which will operate a department of agriculture. Connecticut unites her share of the endowment with the splendid private

benefaction which founded the Sheffield Scientific School at New Haven. This school, already an assured success, is under control of the corporation of Yale College.

The Empire State has been most fortunate of all. She not only received the largest share of the land grant, 990,000 acres, but Providence gave her Ezra Cornell, with his great wealth and still greater heart. Thanks to his unstinted liberality, the Cornell University stands already in the front rank of American colleges.

Pennsylvania and Michigan have successful schools on separate foundations in operation.

How imperfectly this entire field of educational effort is understood, none know better than those who have attempted it. A considerable number of States are, as yet, entirely unable to present results, while in others the course to be pursued is in doubt. Great and commendable as was this gift by Congress, the experience in its administration suggests that corresponding educational inquiry should have preceded and accompanied it. Had the valuable information, collected by my predecessor, Hon. Henry Barnard, LL. D., on technical schools, been promptly published and widely circulated, hundreds of thousands of dollars would have been saved in the management of this great trust and unspeakably greater results secured.

## COMMERCIAL COLLEGES.

It will be noticed that 26 commercial colleges have been reported to the Bureau, with 154 professors and 5,824 students. These institutions, through many difficulties and imperfections, it is believed, are finding their way into a very useful field of labor. There will be special interest in noticing the extent to which they are preparing women for clerical positions.

## THE MILITARY ACADEMY.

Believing that good to education would be accomplished by an authentic statement of the grounds of failure in the examination for admission at the Military and Naval Academies, I addressed a letter of inquiry, approved by the President, to the respective superintendents, asking for a detailed statement extending over the last fifteen years, showing the number of these failures, and the subjects in which they occurred.

No reply has been received from the Naval Academy. The table received from General Pitcher, Superintendent of the Military Academy, will be found among the statistics appended to this report.

It will be observed that of the 1,459 appointees, 41, or nearly $2\frac{5}{6}$ per cent., were rejected for physical disability, and 285, or nearly $19\frac{1}{4}$ per cent., on account of literary incompetency. Of these 285 rejected, 76 were deficient in reading, 80 in geography, 81 in history, 98 in grammar, 133 in arithmetic, and 173 in writing and orthography.

It may be interesting to some to know that, during the period referred to, 138 of the appointees served as soldiers prior to their appointment; of these 5 were rejected on account of physical disability, and 20 on account of literary deficiencies, 5 of them being deficient in history, 5 in geography, 8 in grammar, 10 in writing and orthography, 10 in reading, and 12 in arithmetic.

In literary qualifications the appointees from Massachusetts were the most sucessful, only 1 out of 43 failing. Nevada lost 6 out of 7; Kansas, 3 out of 6; Delaware, 5 out of 11; Texas, 3 out of 8; and Alabama, 11 out of 32, on this account.

In connection with the presentation of facts respecting the education of man in his normal condition, an attempt has been made to present tables and facts respecting the philanthropic and educational institutions existing in the United States to ameliorate, improve, instruct, or restrain the many forms of physical, mental, and moral distortion or deficiency which are comprehended under the terms deaf-mute, blind, idiot and imbecile, insane, and inebriate asylums, reform schools, and prisons.

## EDUCATION OF THE DEAF, DUMB, AND BLIND.

The disadvantages suffered by these classes in the struggles of life early attracted the attention of humane educators in America. The statistics of the institutions established in their interest appear in the accompanying tables. I regret that those relating to the blind, after all our endeavors, are so incomplete.

The Bureau is under special obligations to Dr. E. M. Gallaudet, president of the National Deaf-mute College, for assistance in perfecting the table in regard to institutions for the education of the deaf and dumb.

There is great satisfaction in knowing that so much is so well done for these classes. It was my purpose not only to present the facts with regard to their education in schools, but in reference to all associations and institutions designed to aid them, after leaving school, in discharging the duties of the various relations of life. What a contrast is here presented between Christian civilization and barbarism, the latter casting them out as waste humanity, the former devising for them instrumentalities and methods by which to overcome the disabilities resulting from the loss of sight, hearing, and speech! Barbarism destroyed them; Christian civilization builds for them churches.*

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* St. Ann's Free Church for deaf-mutes and their friends, in the city of New York, has for eighteen years been trying to improve the temporal and spiritual condition of those deaf-mutes who have finished their education at the various institutions. It has been the means of providing employment for a large number. It maintains one service, conducted entirely in the sign-language, every Sunday afternoon. Its deaf-mute literary association holds Thursday evening meetings for the greater part of the year. In various other ways this church, under the rectorship of Rev. Thomas Gallaudet, D. D., seeks to educate deaf-mutes toward a high standard of personal character. This church has been instrumental in establishing weekly Sunday services under the pastoral care of Rev. Francis J. J. Clerc, D. D., in St. Stephen's Church, Philadelphia, and under the direction of Mr. Samuel A. Adams, deaf-mute, in Grace Church, Baltimore. It also provides monthly services for deaf-mutes in St. Paul's Church, Albany, and quarterly services in the Chapel of the Good Shepherd, Boston. Besides this, it offers occasional services to deaf-mutes in several other cities of our country. In these labors for the religious instruction of deaf-mutes, Rev. Dr. Gallaudet is assisted by the Rev. Stephen F. Holmes, to whom he has imparted a knowledge of the sign-language.

The schools for the deaf, dumb, and blind are fast passing out of the class known as charitable, and becoming part and parcel of the systems of public education. It is hoped that ere long every State will have made ample provision for the establishment and conduct of these schools, and that no one suffering either of these disabilities will fail to receive their benefits.

On the 26th of September, 1870, the subject of establishing an institution for the deaf and dumb in Oregon was introduced into the house of representatives of that State, and action had looking to the organization of such an institution.*

## SCHOOLS FOR IDIOTS AND IMBECILES.

Seven of these, it will be observed, are enumerated. These illustrate some of the most striking triumphs of Christian education. They will answer the inquiries of those who have written to me desiring the location of these institutions. The work they do may well be studied by every philosophical educator. How wonderful, how nicely adapted, the process by which the child, dearly beloved by the parent, yet so devoid of reason as to be loathsome in its uncleanliness and senseless habits, is brought to a care of self and the observance of neatness, and often enabled to read and write, and to participate in various simple and useful idustries!

## INSANE ASYLUMS.

I am indebted to Dr. Nichols, superintendent of the Government Insane Asylum, near this city, for the statistics of these institutions. Does any one ask what a report on education has to do with insanity? Considering the mistaken notions which prevail in regard to education, I should not be surprised at such an inquiry. I would recall, however, the motto, universally adopted as indicating the object of education, "A sound mind in a sound body." Does any one presume that insanity is wholly the result of natural causes beyond the reach of the influences of home, of school, and of society? Rather, will not a careful investigation show a very considerable share of the cases of insanity traceable primarily to causes within the control of education, in its large sense? Whence comes dementia? Why so few of our insane from the entirely

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* Dr. Isaac Lewis Peet, principal of the New York Institution for the Instruction of the Deaf and Dumb, in a recent article very pertinently calls attention to the importance of educating deaf-mutes, as illustrated in a recent case of the trial of one of this class for murder. He thinks the question of the moral responsibility of an uneducated person, born deaf and dumb, is one of the subtlest in metaphysics. There are peculiar difficulties connected with the subject, growing out of the extremely limited communication possible through an interpreter, the utter ignorance on the part of the deaf-mute of language, and of either human or divine law. The natural resentments of an uneducated deaf-mute are peculiarly dangerous; and every one ought to see that such persons are sent to institutions where they may be taught their relations to God and man at least, and, if possible, as much more as shall render them in some measure capable of discharging the ordinary duties of good citizens.

ignorant class? Why did so few slaves become lunatics? Why are so many persons of higher intellectual attainments found among the insane? I admit that the connection between cause and effect in these cases has not been sufficiently brought out. But this is a reason for giving the subject immediate attention, rather than for delaying it. Those who are erecting school-houses, and regulating the school habits of the young, have need that these facts should be before them, and to consider whether the play-grounds, the character of the buildings, their comfort, ventilation, cheerfulness, the motives and tasks set before children, have or have not an adaptation to preserve the mind in its soundness, or if it has abnormal tendencies to overcome them, and save the family from the sad effect of the dethroned reason, and the State or family from the expense of the support of a lunatic. No educator has sufficiently apprehended and set forth the subtle connection between the mind and the body, and the effect of the one upon the condition of the other. If he would adjust the processes of education most correctly to man in his normal condition, he may wisely consult every abnormal development within his observation. Indeed, the recovering process, which brings the lost reason back to itself, throws the light of some most important suggestions upon the path of the teacher.

No attempt is made in this report at this investigation. I have sought simply to facilitate the efforts of educators at home and abroad, who are disposed to pursue these inquiries, by bringing together the list of institutions of this class, and a few leading facts connected with them.

## ASYLUMS FOR INEBRIATES

are surprising their friends with the results they accomplish. The one at Binghamton, New York, is the most noted. Its report for the year 1869 showed 244 patients admitted during the year; discharged, 271; remaining on the 1st of January, 55. The officers observe in the last report, "Of our confidence in the success of the asylum as a curative institution, we have heretofore spoken. That confidence remains unshaken. As a pioneer in a great experiment—an experiment of deeper interest to the family, to society, and to the State than any other now awaiting the final judgment of the public—it is worthy of a full and fair trial."

## REFORMATORIES.

The statistics of these institutions are drawn from the able report of Dr. Wines, Secretary of the New York Prison Association, excepting where they have been modified by the reports received in this office. They point to the great sores that are forming on the body politic, which, so far, have been imperfectly dealt with or understood. They present a sad commentary on the results of parental neglect and city vagabondism. They are a standing argument to enforce the duty of education by the State. They tell how soon parental selfishness, neglect, vice, and

crime would raise up a class destructive of life, property, and all social good. It is not sufficient to say that the general good requires this method of treating juvenile criminals; the good of every child demands it. They, moreover, point to the defects in our private and public school systems, and suggest important revisions calculated to make their benefits more universal. The success of reformatories already established would seem to overcome objections and enforce the economy and expediency of their establishment in connection with all large centralizations of population.

## PRISONS.

It is not difficult for any one to see that the prison stands over against the school. Vice and crime are readily traced to youthful neglect or misconduct. The county or city receives very little admonition from its jail, and the State from its prison. To-day the child is at home or school; to-morrow the man in the dungeon; and the teacher and pupil have learned no lesson.

## RELATION OF THE NATIONAL GOVERNMENT TO EDUCATION.

What is now presented as the annual report can be considered only as an initiative effort, either in respect to the body of the information or the tables included. The relation of the National Government to education with many is not recognized because their attention has not been directed to it. There are, however, certain things which the National Government may and should do in this relation, so palpable that their statement is sufficient to secure almost universal assent:

1. It may do all things required for education in the Territories. 2. It may do all things required for education in the District of Columbia. 3. It may also do all things required by its treaties with and its obligations to the Indians. 4. The National Government may also do all that its international relations require in regard to education. 5. The National Government may use either the public domain or the money received from its sale for the benefit of education. 6. The National Government may know all about education in the country, and may communicate of what it knows at the discretion of Congress and the Executive. 7. The Government should provide a national educational office and an officer, and furnish him clerks, and all means for the fulfillment of the national educational obligations.

## RECOMMENDATIONS.

The present opportunities of this Bureau are utterly inadequate to the proper discharge of these duties. I, therefore, recommend—

First. An increase of the clerical force of this Bureau, to enable it to extend, subdivide, and systematize its work, so that its correspondence,

domestic and foreign, and the collection of statistics, may each be in charge of a person specially fitted for the same.

Second. That appropriate quarters be furnished, so that the plan of making and preserving a collection of educational works, reports, pamphlets, apparatus, maps, &c., may be carried out with facility.

Third. That increased means be furnished for the publication of facts, statistics, and discussions, to meet the constantly increasing demand.

Fourth. That the educational facts necessary for the information of Congress be required by law to be reported through this Bureau in regard to the District of Columbia and the Territories, and all national expenditures in aid of education.

Fifth. In view of the specially limited financial resources and the great amount of ignorance in portions of our country, and the immediate necessity for adequate instrumentalities and opportunities for elementary education to the people of those sections, and the anxieties awakened by impending Asiatic immigration, that the net income from the sale of the public lands be divided annually *pro rata* among the people in the respective States, Territories, and the District of Columbia.

## CONCLUSION.

My sense of the incompleteness of this report is most painful. Should it prove the beginning of something which shall grow satisfactorily toward perfection, this labor, I shall hope, will not be in vain.

For whatever value it has I am specially indebted to the very competent labor of those who have assisted me in its preparation, who have not made the customary office hours the limit of their endeavors, but have willingly done their utmost in the work assigned to them.

The courtesy and energy with which the Public Printing Office is conducted secure its issue promptly, in spite of the delays in furnishing manuscript, incident to my want of clerical force, in connection with the other annual executive reports. For statistical matter I am especially indebted to General Francis A. Walker, Superintendent of the Census; Hon. Edward Young, Superintendent of the Bureau of Statistics; and to the Commissioner of Internal Revenue.

Whatever measure of success the office has been able to attain since I entered upon these duties, I should be wanting in common honesty not to acknowledge that it is largely due to your thorough appreciation and prompt consideration of the subjects and duties in hand, and the uniform sympathy and coöperation of the President.

I have the honor to be, sir, very respectfully, your obedient servant,

JOHN EATON, JR,
*Commissioner.*

Hon. J. D. COX,
*Secretary of the Interior.*

# APPENDIX.

## ABSTRACTS FROM REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES.

## ALABAMA.

### DEVELOPMENT OF THE EXISTING COMMON SCHOOL SYSTEM.

The oath of office was administered to the members of the board of education on the 24th July, 1868, and thus qualified they entered upon the regular business of their first session under the constitution on the 25th July, 1868. In this constitution the article on education contains the following: "It shall be the duty of the board of education to establish throughout the State, in each township or other school district which it may have created, one or more schools, at which all the children of the State between the ages of five and twenty-one years may attend, free of charge." This is the chartered pledge of the State to furnish the means and facilities adequate to the education of all the children of the State. The members of the board of education, fully impressed with the magnitude of the responsibilities devolving on them, under the provisions and requirements of this section of the constitution, devoted careful attention to it, and also to the power which was thereby conferred on it as a legislative body, to deliberate on and to form a code of laws to direct and govern the free public school interest in Alabama.

Previous to the adjournment of the board, in August, 1868, the county superintendents, one for each county of the State, were appointed by the superintendent of public instruction, and their appointment approved by the board, as the law directs. These gentlemen were authorized to appoint three trustees in each township, and school commissioners in the county of Mobile. Here, at the very beginning of the work, the troubles forthwith commenced. The county superintendents, in their endeavors to appoint trustees, met with much opposition, and, in many instances, insult, in a large proportion of the townships in almost every county in the State, so as to delay the operation of the school system. The State superintendent remarks that this opposition would have died away soon, if it had not been for idle politicians and unscrupulous disappointed newspaper editors, whose puny ambition it was to print scurrilous words and railings against the government and those gentlemen who had the manhood to stand firm for the reconstruction of the State and her liberal institutions. But in spite of all these hostile endeavors, nearly four thousand free public schools were established in the State of Alabama during the first scholastic year of the system. Surely a gratifying result.

From the reports of the county superintendents it appears that, especially after the general elections in November, 1868, the people, in their native honesty, accepted the situation and finally aided the school officers in their endeavors. The work of getting up the enumeration of the children within the educational ages was nevertheless only accomplished after much delay and difficulty. Another cause of trouble is to be found in the fact that the legislature had failed to appropriate the poll tax for school purposes. The school funds were consequently not sufficient to pay the teachers' salaries, and many of the most excellent and worthy teachers in almost every county of the State had to go without pay for two months and more. Although, as a rule, these teachers have not been clamorous for their pay, it has nevertheless discouraged them and no doubt prevented them from devoting themselves to their work with that energy which the existing circumstances required. It is to be hoped that at the next session of the general assembly such measures will be taken as to insure the prompt payment of these teachers, thus removing one of the last remaining obstacles in the way of the working of the public school system.

### EDUCATIONAL INTERESTS INDIRECTLY CONNECTED WITH THE STATE SCHOOL SYSTEM.

*Normal schools.*—As in a system of good normal schools one of the most essential guarantees for the future success of the public schools is to be found, the board of education, at their first session, passed an act providing for the education of teachers. As yet only a beginning has been made, but the results have been such as to augur well

for the future. In the various portions of the State a number of normal classes have been in successful operation—three at Huntsville, one at Portersville, two at Talladega, one at Montgomery, one at Evergreen, and one at Mobile, making in all nine classes, with an aggregated number of three hundred young men and women, who, after having obtained from the teacher of the class a certificate of competency to teach, have pledged themselves to teach for two years in the free public schools of the State.

*State University.*—By the constitution of the State, this institution of learning, located at Tuscaloosa, is placed under the control of the board of education, who in this respect act as "regents of the University of Alabama." The first session of the board of regents under the new constitution was held in August, 1868. By act of the board the superintendent of public instruction was authorized "to proceed to Tuscaloosa and to procure from the former president, or the person having them in charge, the keys of the university, and to take possession of said university and all property connected therewith." The demand to give up the keys was at first answered by a refusal, but after they had been given up no obstructions whatever were met with. The new university building—substantial, capacious, and beautiful—was nearly completed, while the professors' houses and grounds were greatly out of repair, and other property of the university, such as the lands of the campus, a common waste. Arrangements were made at once to complete the new building and provide the necessary furniture for the rooms, &c., and to repair the professors' houses, preparatory for opening the university at the earliest practicable moment. By authority of the regents an exhibit of the financial condition of the university was also obtained from its fiscal agent. In his hands the sum of $1,600 was found to the credit of the university. We give here, without any comment, as the numbers will speak for themselves, an outline of the expenditure of the old authorities after the conflagration in April, 1865, and up to the time the regents took posession:

| | |
|---|---|
| Semi-annual installment for August, 1865 | $12,000 |
| Semi-annual installments for February and August, 1866 | 24,000 |
| Semi-annual installments for February and August, 1867 | 24,000 |
| Semi-annual installment for February, 1868 | 12,000 |
| State loan for building | 30,000 |
| Tuscaloosa Scientific and Art Association | 2,000 |
| Total | 104,000 |

In addition to this sum of expenditure upon the new building, the old board of trustees left upon our hands, with an exhausted treasury, a large New York debt, contracted by the former president of the university after the State had pretended secession from the Union, for materials for uniforms for cadets in the university. Under these embarrassing circumstances a corps of professors was selected by the regents, and the university opened April 1, 1868, with a class of thirty students. The number of students has since then remained about the same. Part of the New York debt has been paid, but in order to pay the installments of the building loan by the State to the university, it will be necessary that the legislature, at its present session, either donate the building loan to the university or extend the time of payment. The former would only be an act of common justice, as the burning of the building in 1865 was but the natural fruits of secession, and as during the war the university had become a military school, in which officers were trained to fight against the government of the United States, that had so handsomely and liberally endowed the university.

*Medical College of Alabama.*—This college, situated in the city of Mobile, was "chartered in the year 1860, and by the charter made the medical department of the University of Alabama, with the provision that in the contingency of a dissolution of the corporation, its property should vest in the university." The building is much in want of repair, and the apparatus, which has been sadly neglected, especially in the chemical department, needs to be replenished. It is thought that an appropriation of $15,000, made at once, will put the college on a good footing, and make it thereafter self-sustaining. When the building was erected, the State made the liberal donation of $50,000, and in return for this liberality, the faculty pledged themselves to educate thirty-three needy students, on behalf of the State, free of charge. This pledge is still kept up in good faith. It is to be hoped that, especially since the legislature, in 1868, repealed the tax on foreign insurance companies, thus cutting off the only income of the college, it will soon make the called-for appropriation.

*Law school at Montgomery.*—"The law school at Montgomery was incorporated in 1860, and made the law department of the University of Alabama, to continue at the discretion of the trustees." The charter of this law school is yet in force, though the exercises of the school are at this time suspended.

*Alabama Institution for the Deaf, Dumb, and Blind.*—The superintendent of public instruction is, by law, treasurer of this institution, and it is his duty to make a report on the same, once a year. The progress of the institution has been most satisfactory.

The number of pupils in attendance during the school year ending July 1, 1869, is 35, viz: 25 mutes and 10 blind. The health of the inmates has been good, and the buildings and grounds are in as good condition as the limited means will allow. The financial condition of the institution may be seen at a glance from the following statement:

| | |
|---|---|
| To the credit of the institution at the date of last report | $3,125 53 |
| Appropriation for 1869 | 8,000 00 |
| | 11,125 53 |
| By amount of warrants October 6, 1868, February 1, 1869, April 6, July 1, October 4 | $11,125 53 |

In order to place the institution on a proper footing, and afford the means of education to all the indigent mute and blind children in the State, an appropriation of $15,000 will be necessary. This would be allowing $12,000 for sustenance, salaries, &c., enabling the authorities to admit, support, and instruct 46 pupils.

## SCHOOL FINANCES.

The amount of money appropriated by the State for the free public school service for the scholastic year commencing October 1, 1868, and ending September 30, 1869, with the several sources from whence received, is the following, according to exact form and figures received from the auditor of state:

| | |
|---|---|
| Balance due and appropriated, as per act approved October 10, 1868 | $200,000 00 |
| Amount of interest on $1,710,157 45, at 8 per cent | 136,812 59 |
| Amount of interest on $97,091 21, at 8 per cent | 7,767 30 |
| Amount of interest on $669,086 80, at 8 per cent | 53,626 94 |
| Amount received from retail licenses | 26,514 85 |
| Appropriations, as per section 957, Revised Code | 100,000 00 |
| Total | 524,621 68 |

The precise amount expended for the public school service up to the close of the year cannot, as yet, be stated, but is given below, as far as ascertained:

| | |
|---|---|
| Certified on reports of first quarter | $53,472 50 |
| Certified on reports of second quarter | 176,180 43 |
| Certified on reports of third quarter | 154,739 48 |
| Certified on reports of fourth quarter | 59,830 93 |
| Normal school expenses | 5,371 85 |
| County superintendents' salaries | 52,662 00 |
| Total | 502,156 19 |

## NUMBER OF CHILDREN ATTENDING SCHOOL.

As yet it has not been possible even for the State superintendent to give complete and reliable statistics with regard to this fact. Dr. Sears, in his fourth report as agent of the Peabody educational fund, estimates the total number of children of school age in the State at 336,000, of whom 160,000 are in the public schools.

A special correspondence of the Chicago Republican, dated Montgomery, June 6, 1870, gives the following statistical items: "In Alabama, ten years ago, there were taught 61,751 pupils in 1,903 schools. This year there have been taught nearly 160,000 pupils in 3,804 schools. Eleven years ago the total number of children in the State was 185,348. One year ago a number equaling that enjoyed the privilege of schools. This is what might be called the lesson of the decades. It contrasts the two years of the free schools of Alabama with the two years most saliently opposed to them. For one main element of this progress, we must contemplate the present educational law of the State—a law which is, without doubt, the best in the South, and perhaps among the best in the United States."

From the fourth report to the general agent of the Peabody educational fund from July 1, 1869, to January 19, 1870, we glean the following:

"The school commissioners of Mobile made the following communication: 'All the scholars of the primary grade, which embraced the entire number of colored children, were taught free of charge for tuition. It is the wish of the board to take another step in advance and make the intermediate grade free.' On condition that the primary and intermediate schools be made free, $2,000 were granted.

"A similar sum was granted at Selma. In this city the citizens had raised by subscription the sum of $10,705, instead of the $4,000 to which they stood pledged; 506 pupils were educated, costing about $21 per pupil for the year; whereas the same number of pupils, educated at a cost of $75 each—the average rate of tuition before the free schools were opened—would have cost $38,000, thus making a saving of $27,295 to the city.

"In Girard an appropriation of $1,000 was granted. There are in that city 1,248 children of school age. Its share in the public school fund was $1,488, by means of which five schools, with an attendance of 461 pupils, were carried on for a few months.

"A donation of $400 was made to the public schools of Greensboro, having 450 children of school age, of whom 175 attended school.

"In Huntsville and vicinity the number of children of school age is about 2,000, three-fifths of whom are colored. If the two districts of the city, which itself covers the confines of two townships, could be united, as the people desire, there would be no difficulty or hesitancy on the part of the people in accepting the following proposition, which was left with the parties concerned for their consideration, viz: 'If the trustees of the public schools of Huntsville, or the city government, will appropriate $7,000 for the support of said schools, with an attendance of not less than 500 white children and 700 colored, the trustees of the Peabody educational fund will pay $4,000 for each class of schools, making the whole expenditure not less than $9,000.' A similar proposition has been made to the city of Montgomery, which, it is believed, will be accepted.

"To Opelika, at a meeting of the principal citizens, was proffered the sum of $1,000, on certain specified conditions, and arrangements were made looking to the accomplishment of so desirable an object."

## EDUCATION OF THE COLORED PEOPLE.

(From the eighth semi-annual report on schools for freedmen, July 1, 1869, by Rev. J. W. Alvord, general superintendent of education, Bureau Refugees, Freedmen and Abandoned Lands.)

The schools in Alabama have more than recovered from the condition last reported—the increase during the year having been 13 schools, 35 teachers, and 3,913 pupils; and from the lowest point reached, six months since, there has been an increase of more than 7,000 pupils. The entire results of the year have been most satisfactory to all concerned. The examinations have developed wonderful zeal and ability on the part of pupils, and the fact that they are in no wise inferior to white children of the same age and opportunities.

*Incompetent teachers.*—Alabama shares, in common with other States, the want of competent teachers; and a number of cases are reported where they have been dismissed for utter incompetency and immoral character, thereby making the discontinuance of the school a necessity.

*Normal classes.*—The educational board of the State has made provision for the organization of normal classes at different points in the State. These have been well patronized by colored youth, though as yet no class has been attended by white pupils. Hopes are entertained that with a year of such labor the most pressing needs of the country will be supplied. These colored teachers go into the remote districts, to places where white teachers cannot be sustained, and labor with most marked success.

*Bitter feeling.*—In business relations a bitter feeling of the whites toward the freedmen is already manifest, with occasional outrages, indeed; but that a material and beneficial change has taken place is plain to every one. General tranquillity is the rule and not the exception. As an example of this improved state of public sentiment, in one county where twelve months ago human life was considered most insecure, now, (as reported,) "no more peaceable community can anywhere be found."

From the statistical report it appears that there were on July 1, 1869, regularly reported 80 day and night schools, with 103 teachers and 5,531 pupils; 39 Sabbath schools, with 214 teachers and 3,213 pupils; making a total of 119 schools, 322 teachers, and 8,744 pupils. Irregularly reported: 60 day and night schools, with 75 teachers and 6,000 pupils; 10 Sabbath schools, with 30 teachers and 2,000 pupils; making a total of 70 schools, 105 teachers, and 8,000 pupils. Grand total, 189 schools, 427 teachers, and 16,744 pupils. Of the regularly reported day and night schools six are graded; one is a high, or training school.

The number of pupils paying tuition is 623; the amount paid, $1,248 95—an average of a trifle more than $2 per pupil. This report of tuition, as in some other States, is incomplete, teachers in many cases failing to report the whole amount paid.

In the alphabet there are 1,149 pupils; 2,707 spell and read easy lessons; and 1,628 are advanced readers. There are 1,522 studying geography; 2,616 arithmetic; and 554 higher branches. The average attendance is 4,357—78.7 per cent. of the total number enrolled.

The freedmen sustained, wholly, or in part, 56 of the schools; they own four school

buildings. The bureau furnished 66 buildings for educational purposes. The total expenditure reported for the six months has been $4,187 45.

*Colored teachers.*—Lieutenant Colonel Edwin Beecher, superintendent of education, remarks in his report:

"Will the colored race make good teachers? I can see no good reason why they should not. Not long since I met a young colored man teaching in Jackson County. Probably the whole time he had spent as a scholar would not exceed twelve months. His former instructor assured me he possessed the art of communicating what he knew better than any person he had ever seen. During the last months of his attending school he was placed in charge of a class, and for the last three months has had a school in Madison County. So general is the satisfaction given that the superintendent of the county is unwilling to allow him to go into another county the coming year, but insists on his remaining where he is. He assured me this was one of the best schools in the county, and that the statements made to me of the capacity of this young man were not overdrawn. I have not had an opportunity of visiting, personally, many of the schools taught by colored teachers, but the reports are all favorable, and I feel assured they are the ones we must look to for the future education of their race."

Through the kindness of General O. O. Howard we are furnished with the following later statistics of the freedmen's schools in Alabama, dated January 1, 1870:

FREEDMEN'S SCHOOLS REGULARLY AND IRREGULARLY REPORTED.

| | |
|---|---|
| Total enrollment in day and night schools | 7,110 |
| Total number of pupils in regularly reported Sabbath schools | 1,393 |
| Number of pupils in industrial schools | 50 |
| Total enrollment in all schools | 8,553 |
| Number over sixteen years of age | 162 |
| Number aged sixteen and under | 1,948 |
| Number in alphabet | 351 |
| Number writing | 750 |
| Number spelling and reading easy lessons | 847 |
| Number of advanced readers | 901 |
| Estimated number of pupils in day and night schools | 5,000 |

*Table of statistical details of schools in Alabama, by counties, for* 1869.

Hon. N. B. CLOUD, *superintendent of public instruction, Montgomery.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. | Superintendent's salary. | Trustees' salary. | Number of schools. | Number of children. | Amount of apportionment. |
|---|---|---|---|---|---|---|---|
| Autauga | J. H. Booth | Prattville | $1,000 00 | $174 00 | 48 | 4,361 | $6,333 70 |
| Baker | J. M. Corderie | Randolph | 800 00 | 244 00 | 36 | 3,011 | 4,699 90 |
| Baldwin | Dr. S. Moore | Mobile | 1,000 00 | 249 00 | 14 | 2,269 | 3,754 96 |
| Barbour | B. B. Fields | Eufaula | 700 00 | 599 47 | 51 | 9,976 | 13,169 92 |
| Bibb | Dr. R. R. McPherson | Centreville | 700 00 | 195 00 | 44 | 3,231 | 4,577 20 |
| Blount | T. W. White | Blountsville | 395 00 | 378 70 | 51 | 4,193 | 5,426 60 |
| Bullock | C. J. L. Cunningham | Union Springs | 900 00 | 280 00 | 50 | 8,954 | 11,714 32 |
| Butler | W. Seawell | Greenville | 562 50 | 259 70 | 60 | 5,765 | 7,480 50 |
| Calhoun | John B. Williams | Jacksonville | 600 00 | 249 50 | 62 | 5,153 | 6,945 97 |
| Chambers | Benjamin L. Dyer | Chambers | 600 00 | 485 50 | 50 | 5,945 | 7,734 00 |
| Cherokee | L. J. Sanford | Centre | 600 00 | 308 00 | 68 | 5,196 | 6,835 20 |
| Choctaw | W. J. Gilmore | Butler | 800 00 | 347 65 | 61 | 4,549 | 6,428 63 |
| Clarke | W. W. Wilson | Grove Hill | 800 00 | 172 00 | 23 | 2,612 | 4,634 97 |
| Clay | B. J. McCaine | Coleta | 600 00 | 352 00 | 37 | 3,918 | 5,301 60 |
| Cleburne | James M. Wiggins | | 600 00 | 283 00 | 37 | 3,448 | 4,737 60 |
| Coffee | Matthew Miller | Elba | 650 00 | 251 00 | 37 | 3,049 | 4,308 80 |
| Conecuh | William P. Miller | Evergreen | 600 00 | 183 00 | 48 | 3,190 | 4,605 60 |
| Coosa | J. W. McLenden | Rockford | 1,000 00 | 531 50 | 49 | 5,417 | 7,500 40 |
| Covington | J. McLaughlin | Andalusia | 437 50 | 48 00 | 35 | 2,273 | 3,171 56 |
| Crenshaw | J. H. Howard | Rutledge | 733 33 | 433 00 | 32 | 5,658 | 7,522 93 |
| Dale | G. M. T. Gibson | Haw Ridge | 675 00 | 816 60 | 48 | 6,007 | 7,883 40 |
| Dallas | J. H. Sears | Selma | 2,000 00 | 905 58 | 88 | 10,963 | 16,788 47 |
| De Kalb | J. K. Hoge | Portersville | 300 00 | 114 00 | 34 | 2,736 | 3,614 98 |
| Elmore | J. A. McCutcheon | Wetumpka | 600 00 | 522 50 | 64 | 5,227 | 7,578 80 |
| Escambia | J. T. B. Ford | Pollard | 600 00 | 134 75 | 16 | 1,461 | 2,361 89 |

*Table of statistical details of schools in Alabama, by counties, for* 1869—Continued.

| County. | Name. | Post office. | Superintendent's salary. | Trustees' salary. | Number of schools. | Number of children. | Amount of apportionment. |
|---|---|---|---|---|---|---|---|
| Etowah | J. J. Brasher | Gadsden | $600 00 | $224 00 | 44 | 3,437 | $4,724 40 |
| Fayette | James Middleton | Fayette | 500 00 | 222 00 | 50 | 3,164 | 4,324 02 |
| Franklin | Dr. F. H. Anderson | Russellville | 1,400 00 | 454 00 | 73 | 7,691 | 10,687 99 |
| Geneva | E. R. Porter | Geneva | 421 87 | 114 00 | 19 | 1,000 | 1,737 17 |
| Greene | A. A. Smith | Eutaw | 1,500 00 | 156 00 | 40 | 5,233 | 9,168 84 |
| Hale | M. H. Yerby | Greensboro | 500 00 | 335 00 | 40 | 4,327 | 6,429 45 |
| Henry | G. P. Kincey | Abbeville | 600 00 | 322 00 | 60 | 5,913 | 7,768 07 |
| Jackson | Jesse W. Isbell | Larkinsville | 800 00 | 839 83 | 53 | 7,635 | 10,459 89 |
| Jefferson | J. N. Burkett | Oak Ridge | 500 00 | 394 40 | 58 | 5,490 | 7,088 00 |
| Lauderdale | William R. Chisholm | Florence | 700 00 | 498 00 | 50 | 5,981 | 7,877 20 |
| Lawrence | E. S. Masterson | Moulton | 900 00 | 603 66 | 66 | 5,817 | 9,171 71 |
| Lee | R. G. Jones | Opelika | 800 00 | 384 00 | 52 | 7,270 | 9,524 00 |
| Limestone | J. B. Lentz | Athens | 540 00 | 511 10 | 42 | 4,668 | 7,822 95 |
| Lowndes | George W. Neeley | Hayneville | 1,500 00 | 388 50 | 59 | 8,468 | 11,339 24 |
| Macon | J. S. Caldwell | Tuskegee | 1,000 00 | 342 00 | 43 | 5,885 | 8,444 56 |
| Madison | A. W. McCullough | Huntsville | 1,500 00 | 498 00 | 88 | 9,935 | 15,036 77 |
| Marengo | M. B. Mattingley | Demopolis | 1,500 00 | 164 00 | 59 | 8,488 | 13,489 06 |
| Marion | T. B. Nesmith | Pikeville | 500 00 | 269 00 | 52 | 3,077 | 4,192 40 |
| Marshall | F. M. Proctor | Guntersville | 610 00 | 370 00 | 43 | 4,392 | 5,880 40 |
| Mobile | G. L. Putnam | Mobile | 2,000 00 | 425 54 | 40 | 18,877 | 24,652 40 |
| Monroe | Dr. J. W. Cotter | Monroeville | 622 50 | 262 10 | 48 | 3,498 | 5,580 30 |
| Montgomery | W. M Loftin | Montgomery | 2,000 00 | 363 01 | 85 | 14,068 | 19,396 36 |
| Morgan | C. C. Nesmith | Somerville | 600 00 | 395 13 | 72 | 4,295 | 5,996 40 |
| Perry | J. H. Speed | Marion | 1,125 00 | 375 00 | 62 | 9,230 | 13,046 13 |
| Pickens | E. F. Bouchelle | Carrollton | 1,000 00 | 462 00 | 45 | 7,092 | 10,637 37 |
| Pike | L. G. McLendon | Troy | 1,000 00 | 587 00 | 69 | 6,881 | 9,259 20 |
| Randolph | C. C. Enloe | Weedowee | 600 00 | 367 00 | 48 | 4,878 | 6,453 60 |
| Russel | T. T. Edmonds | Columbus, Ga | 920 00 | 244 00 | 40 | 7,084 | 10,166 56 |
| Sanford | M. W. Morton | Vernon | 400 00 | 358 00 | 39 | 4,686 | 6,023 20 |
| Shelby | J. W. Jones | Columbiana | 800 00 | 286 00 | 62 | 4,528 | 6,283 60 |
| St. Clair | W. P. Lovett | Branchville | 600 00 | 228 00 | 37 | 3,722 | 5,066 40 |
| Sumter | Robert Bradshaw | Livingston | 1,500 00 | 397 00 | 51 | 5,878 | 12,419 17 |
| Talladega | J. G. Chaudron | Talladega | 1,000 00 | 255 00 | 68 | 6,147 | 8,575 24 |
| Tallapoosa | C. Corprew | Dadeville | 600 00 | 404 00 | 63 | 8,224 | 10,468 80 |
| Tuscaloosa | H. S. Whitfield | Tuscaloosa | 800 00 | 362 00 | 93 | 7,569 | 10,312 17 |
| Walker | J. L. Gilder | Eldridge | 400 00 | 222 00 | 42 | 3,570 | 4,684 00 |
| Washington | T. J. King | ..... | 500 00 | 76 00 | 12 | 1,163 | 1,895 60 |
| Wilcox | C. C. Colton | Camden | 1,270 00 | 447 50 | 70 | 8,540 | 11,947 27 |
| Winston | W. H. Hyde | Houston | 550 00 | 426 80 | 29 | 1,727 | 2,622 40 |

## ARKANSAS.

The State board of education consists of the State superintendent and ten district superintendents.

The board of commissioners of the common school fund consists of the governor, secretary of state, and the State superintendent of public instruction.

The number of children of school age, as returned to the office of the superintendent, is 180,000, of whom 137,000 are white and 40,300 colored. About 100,000 have been connected with the schools during the past year.

There was apportioned to the several counties from the State treasury, for the payment of teachers, the sum of $377,919 94. The returns made to the superintendent do not show the amount raised by local taxation, but it is estimated at about $200,000.

From such information as can be obtained, it appears that a want of funds, general apathy in regard to education, and even hostility in some sections toward a free school system, have retarded very much the accomplishment of efficient work. The only official printed report received is that from the circuit superintendent of Little River and Sevier Counties, from which it appears that earnest efforts have been made by the friends of education in those counties to sustain free schools; and that thirty-seven were taught during the year 1869, four of which were colored, in Sevier County; and nine in Little River County, two of which were colored.

A new deaf-mute institute, located at Little Rock, is in successful operation, supported by the State. The building is a commodious brick, situated upon land donated by the State. Twenty-five pupils are now enjoying the advantages of the institute, which is governed by a board of directors, who appoint teachers and all sub-

ordinate officers. A matron has charge of the girls when not in school, their clothing, &c. A physician visits the school twice a week, regularly.

The Peabody fund has afforded aid to the free schools in fourteen towns of the State, amounting, in the aggregate, to $9,300. From the report of Dr. Sears it appears that the free school system is attracting notice and meeting with favor from the people. Every county town has now quite a good school, while before the efforts of the agent, many were without any school.

In a recent communication from the State superintendent, Hon. Thomas Smith, he says: "School prospects are brightening every day in Arkansas."

Hon. THOMAS SMITH, *superintendent public instruction, Little Rock.*

CIRCUIT SUPERINTENDENTS.

| Judicial district. | Name. | Post office. |
|---|---|---|
| First | M. R. Wygant | Helena. |
| Second | E. R. Knight | Madison. |
| Third | W. H. Gillam | Batesville. |
| Fourth | W. H. H. Clayton | Huntsville. |
| Fifth | E. E. Henderson | Fayetteville. |
| Sixth | W A. Stewart | Russellville. |
| Seventh | F. M. Chrisman | Little Rock. |
| Eighth | D. C. Casey | Arkadelphia. |
| Ninth | H. A. Miller | Camden. |
| Tenth | J. H. Hutchingson | South Bend. |
| City superintendent | Allen B. Sunmon | Fort Smith. |
| City superintendent | N. P. Gates | Little Rock. |

## CALIFORNIA.

Hon. O. P. Fitzgerald, State superintendent of public instruction in California, reports the number of school districts in the State in 1869 as 1,144; number of schools, 1,268; number of teachers, 1,687; number of pupils enrolled, 73,754; average attendance of pupils, 56,715; value of school property, $2,706,304 46. The increase since 1867 is as follows: In number of districts, 163; number of schools, 157; number of pupils, 12,527; average number of pupils, 11,078; value of school property, $1,003,000 54. The following is a more detailed statement of the school statistics:

| | |
|---|---|
| In the State, between five and fifteen | 112,743 |
| Mongolian children under fifteen years of age | 425 |
| In public schools | 67,834 |
| Mongolian in schools | 34 |
| Number enrolled, all ages | 73,754 |
| Attending private schools | 16,273 |
| Not in any school | 25,464 |
| Average daily attendance | 49,802 |

RECEIPTS.

| | |
|---|---|
| From State fund | $290,796 71 |
| From county taxes | 397,491 40 |
| From city taxes | 449,738 43 |
| From district taxes | 98,868 40 |
| From miscellaneous sources | 44,841 07 |
| From rate bills and subscription | 66,531 65 |
| Total | $1,492,979 89 |

EXPENDITURES.

| | |
|---|---|
| Teachers' wages | $873,814 07 |
| Sites, buildings, &c | 205,763 95 |
| School libraries | 20,415 76 |
| School apparatus | 4,915 83 |
| Contingent expenses | 179,407 11 |
| County institutes | 1,765 93 |
| County board of examination | 3,034 00 |
| Postage, binding books, &c | 1,465 87 |
| Total | $1,290,585 52 |

VALUATION OF SCHOOL PROPERTY.

| | |
|---|---|
| Lots, houses, furniture | $2,706,304 56 |
| School libraries | 57,895 77 |
| School apparatus | 32,504 89 |
| Total | $2,796,705 12 |

In 1849 a permanent school fund was established for the State of California, from the 500,000 acres of land granted by Congress to the new States, for the purpose of internal improvements. An attempt was made to introduce a proviso that the legislature appropriate the revenue to other purposes, should the exigencies of the State require it. One of the chief opposers of this proviso was Mr. Semple, of Sonoma. The proviso was defeated by a vote of 18 to 17.

The first free public school in the State was established in San Francisco, in 1849, by Mr. J. C. Pelton, and in 1850 was recognized by the city council, in the following terms:

"*Be it ordained by the common council of San Francisco,* That from and after the passage of this act it shall be the duty of J. C. Pelton, who has been employed by the council as a public teacher, to open a school in the Baptist chapel."

Said school was to be free to all children whose parents should obtain an order for their attendance from the chairman of the committee on education.

In 1851 the bill concerning public schools passed the legislature, providing for the survey of school lands, the apportionment of the State fund, defining the duties of the superintendent of public instruction, providing for a superintending school committee, and also for the distribution of the school fund among religious and sectarian schools, in the same manner as provided for district schools. Under this law the city of San Francisco, in the same year of its passage, hastened to adopt her first school ordinance, made provision for a city board, elected superintendent, &c., and in the same year two schools were organized.

At the third session of the legislature, in 1852, the school law was revised and rendered more complete.

The first State report was issued in 1851, by Hon. John G. Marvin, the first superintendent of public instruction. Mr. Marvin donated to the school fund the sum of $1,456; the first and last bequest which the State school fund ever received.

The first State teachers' convention, called by Superintendent Hubbs, was held in San Francisco, 1854, and had an attendance of about one hundred teachers.

The first State institute, called by Superintendent Moulder, met in San Francisco, in 1861, an appropriation of $3,000 having been made the previous year for the purpose of aiding State institutes. At this institute a petition to the State legislature was prepared, praying for a levy of a special State tax for school purposes of half a mill on the dollar, which was subsequently signed by more than six thousand voters. Measures were also taken which resulted in establishing the California Teacher, a State educational journal, the first number of which was published in July following. The journal is under the immediate management of the superintendent of public instruction, the principal of the State normal school being associate editor. Contributing editors are appointed by the board of education.

## STATE SCHOOL LAW.

The constitution of the State provides for the election of a superintendent of public instruction, to hold his office for four years; requires the legislature to provide a system of common schools, by which a school shall be kept in each district for three months in the year; for neglect of which the district is to forfeit its proportion of the interest of the public fund.

The legislature has created a board of education, composed of the governor, the superintendent of public instruction, the principal of the State normal school, the city superintendent of San Francisco, and the county superintendents of the counties of Sacramento, Santa Clara, and San Joaquin, and two professional teachers to be nominated by the superintendent of public instruction, and approved by the board.

The superintendent visits and superintends the schools and educational institutions of the State, apportions the public money to the districts, cities, and counties, and makes to the legislature, biennially, a report upon the condition of the schools, and the administration of the school system.

There is a county superintendent elected for two years, who has the immediate supervision of the schools, and acts as the medium of communication between the board of education and State superintendent and the districts. He reports annually to the State superintendent. Each county, city, or incorporated town constitutes a school district; but the board of supervisors has power to make smaller districts.

Every district, by its clerk, or by a census marshal, is required to make an annual

enumeration of all children under fifteen years of age, and to specify and report separately, white, negro, and Indian children, under the guardianship of white persons, between the ages of five and fifteen years, specifying the number and sex of such children, and naming their guardians.

Children of African, Indian, or Mongolian descent, whose education can be provided for in no other way, may be permitted, by a majority vote of the trustees, to attend schools for white children, in case a majority of the parents of such children make no objection.

Upon the written application of the parents or guardians of such colored, Indian, or Mongolian children to any board of trustees, or board of education, a separate school shall be established for their education.

The superintendent of public instruction is required to subscribe for, and be one of the editors of, a monthly journal, to be devoted to the interests of education, a copy of which is to be sent to every county and city superintendent, district clerk, and school library.

The granting of State certificates to teachers is intrusted to a State board of examination, composed of the superintendent of public instruction, and four professional teachers, with power to grant certificates for one, two, four or six years, or for life.

At the meeting of the State teacher's institute, in September of this year, composed of about six hundred of the leading teachers of the State, it was unanimously resolved, "That inasmuch as the various county boards of examination are composed of persons of many different degrees of qualification, or no degree, in some instances, and therefore form no standard, or data, from which the State board can judge of their work, the granting of State certificates on county examinations, or on no examinations, should be discontinued."

The schools are supported—1, by a State school tax of 8 cents, ad valorem, upon each $100 of valuation; 2, by a county tax, which shall not exceed 35 cents on the dollar of valuation, nor be less than $3 for every child in the county, between five and fifteen years of age; 3, by a district tax, to be voted by the inhabitants, at an election called for such purpose, the amount not to exceed, annually, 35 cents on a dollar, for building purposes, and 15 cents for school purposes; 4, by the annual distribution of the income of the common school fund. But no district can receive any portion of the school fund unless the teachers employed hold legal certificates, in full force, and unless, also, a free public school has been maintained during three months of the next preceding year.

The school fund is composed of the proceeds of all lands that may be granted by the United States for the support of schools, the congressional grant of 500,000 acres to all new States, all escheats, and all percentages on the sale of lands, together with the rents of unsold lands.

## STATE NORMAL SCHOOL.

This institution is greatly in need of new buildings, the rooms furnished by the board of education being now entirely inadequate to meet its requirements. Twenty-five counties in the State are represented. The principal is Rev. W. T. Lucky, A. M. The time for completing the normal course is two years, each divided into two terms of five months. Board can be obtained at from $25 to $35 per month. Pupils must furnish their own text books. There is a normal training school under the control of Miss M. Lewis, with nearly 200 pupils. The number of pupils in the normal department from July, 1868, to January, 1870, was 188, of whom 166 were ladies and 22 gentlemen. The law provides that graduates of the normal school shall receive State certificates of a grade to be determined by the State board of examination. Under this provision certificates have been awarded to graduates according to ability and scholarship, some receiving diplomas, some first grade, and others second or third grade certificates. Five members of a graduating class, having taught previously, received State educational diplomas, which entitled them to teach as principals of grammar schools. Six members of the class, whose standing was 80 per cent., received first grade certificates. Eleven received second grade, and nine, whose standing was from 70 to 75 per cent., received only third grade certificates, which entitled them to teach only in primary schools.

The percentage of a member of the graduating class is determined by taking into consideration the standing in recitation records during the term, the report of success in the training school, and the result of the within examination at the close of the term.

The location of the State normal school was for a time a matter of much discussion, but it was at length fixed at San José, in accordance with the earnest recommendation of Hon. O. P. Fitzgerald, State superintendent, and it is now nearly completed. The advantages of San José as the proper location of the school are its unsurpassed climate, its accessibility from all parts of the State, and the intelligence, morality, and hospitality of the citizens.

### COSMOPOLITAN, EVENING, INDUSTRIAL, AND REFORM SCHOOLS.

The cosmopolitan schools of San Francisco have been remarkably successful. Scarcely any feature of the public schools of that city is more popular. Not only are their advantages sought by our foreign-born citizens, but there is an eager desire on the part of a large number of our native-born citizens to avail themselves of the opportunity afforded by these schools to give their children some acquaintance with the French, German, and Spanish languages. They have been organized and conducted on such principles as to obviate any conflict with the fundamental idea of our public school system, that every child in the State shall have the opportunity to acquire the elements of an English education. The success and obvious benefits of these schools have led to the organization of similar schools in Sacramento.

The evening schools of San Francisco are reported in a very flourishing condition, being sought by adults, whose early education was neglected, and by boys who are obliged to work during the day for their living.

The industrial school of the State is reported in a very unfavorable condition. "A bad system has been badly administered. Its name is a misnomer; it is more of a prison than a school. It has been conducted on the prison system, without many of the restraints and safeguards which by law and usage are thrown around the management of regular jails and penitentiaries." So great has been the maladministration of the affairs of the institution that the feeling prevails that it should either be reformed or abolished.

The need of such a school for the care, instruction, and training of neglected, orphaned, and vicious boys is so great that, instead of abolishing it, it should be reformed thoroughly, endowed liberally, and officered wisely. "Let the family system be substituted for the prison system. Moral results can be effected only by moral agencies. Dungeons, solitary confinement in dark, damp, and cold cells, grated windows and high walls may be tolerated a while longer in State prisons, but in a school for children—little children—they are monstrous!"

### INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

An act reorganizing this institution, passed in 1866, made it a feature of the common school system of the State. It is located about four and a half miles north of Oakland, directly in front of the Golden Gate, and adjoining the grounds of the State University. The site comprises 130 acres, of which 50 are of the highest fertility, while the remainder is hill land, well adapted to grazing purposes. The outlook, in varied beauty and extent, is unsurpassed. The edifice is in semi-Gothic style, and built of a rough, blue stone, in admirable keeping with the architecture. The frontage is 192 feet, beside the lavatories, which extend 30 feet further on each corner, making a total frontage of 264 feet. The depth is 148 feet, with kitchen and laundry building, 50 feet square, in the rear. The internal arrangements seem to be as near perfect as experience could make them. Other institutions unite the deaf and dumb and blind, but only as a temporary expedient, for the sake of economy. This is the only institution in the world planned with special reference to keeping the two classes together. The institution will accommodate comfortably 150 pupils, together with the necessary officers and employés. There have been under instruction during the last two years 92 pupils. At present the number is 74, of whom 48 are deaf and dumb, and 26 are blind. Being a part of the common school system of California, its benefits are free to all deaf and dumb and blind persons between the ages of six and twenty-one years, who are of sound mind and body and residents of the State.

### UNIVERSITY COLLEGE.

The University College, popularly known as the City College, from its location in the heart of San Francisco, was founded in 1859, and incorporated in 1863, and the property placed in the hands of trustees, among whom may be named the honorable mayor, Thomas H. Selby, president of the board, and Governor Haight, through whose efforts mainly a very valuable tract for university purposes, five miles from the plaza, was secured. The present number of pupils is 160, of whom 57 are in the primary department. The buildings are large and provided with well lighted and ventilated study halls, and with ample illustrative apparatus. The college was founded by the Rev. George Burrowes, who, after five years, was obliged to resign the charge of it, and since 1865 it has been under the care of the Rev. P. V. Veeder, A. M.

### STATE UNIVERSITY.

An act creating and organizing the State University of California became a law in March 1868. The governor of the State, lieutenant governor, speaker of the assembly, State superintendent of public instruction, president of the State Agricultural Society,

and president of the Mechanics' Institute, of San Francisco, are ex officio members of the board of regents, the governor being president. The site of the university is at Berkeley, four miles north of Oakland, and directly facing the Golden Gate, upon the 160 acres of land donated by the College of California, which has been laid out in handsome style, with drives, avenues, walks, and ornamental trees. The board of regents appropriated $20,000 for the purchase of chemical and philosophical apparatus. Until the buildings at Berkeley is completed, the university has been inaugurated in the building belonging to the College of California and in the Brayton building close at hand, both situated near the centre of Oakland. About fifty students have entered to date, distributed among the various colleges, most of them, however, in the College of Letters. The dormitory system being forbidden by the organic act, the students find homes in the boarding-houses and private families of Oakland. At a recent meeting of the regents, it was unanimously

"*Resolved*, That young ladies be admitted into the university on equal terms, in all respects, with young men."

### THE SANTA CLARA COLLEGE

Was founded in 1851, by the Rev. John Nobile; incorporated in 1855. It is conducted by the fathers of the Society of Jesus. The number of students in attendance is about 200.

### UNIVERSITY OF THE PACIFIC, (METHODIST EPISCOPAL.)

Situated at Santa Clara; incorporated 1851. Number of professors and teachers, 8; whole number of students in 1868 and 1869, 164. Thirty-four young gentlemen have graduated, twenty of whom received the degree of A. B., and fourteen that of B. S. Seventeen young ladies have graduated with the degree of M. S. Eight gentlemen have received the degree of A. M. in course. Yearly expense per pupil, $320. Sessions begin about the first of January and first of August. T. H. Sinex, D. D., president.

### ST. MARY'S COLLEGE.

Situated at San Francisco, on the old Mission road, about five miles from the city hall. It is a fine brick building and will accommodate about 200 students. Study rooms, class rooms, and dormitories are convenient and well ventilated. Was opened for the reception of students in 1863, and the same year their number had reached upward of 200. It is now over 200. It is in the charge of gentlemen belonging to a society called "The Christian Brothers," whose numbers devote their lives to the work of education.

### PACIFIC METHODIST COLLEGE.

Situated at Vacaville, Solano County; organized in 1861; president, J. R. Thomas. The number of students 210; value of buildings, about $25,000. Institution in all respects prosperous.

### ST. VINCENT'S COLLEGE.

Situated at Los Angeles; organized 1867; incorporated 1869; president, Rev. James McGill. Average number of pupils during the past year, 50.

### ST. AUGUSTINE COLLEGE.

Situated at Benicia, Solano County; it is a missionary college, under the auspices of the Protestant Episcopal Church; organized, 1868. Consists of three departments of learning; a theological, literary, and grammar school departments for boys. In addition there is a young ladies' seminary with its own faculty and a distinct location. There are 86 students, six of whom are for the ministry.

### LAUREL HALL BOARDING SCHOOL FOR YOUNG LADIES.

Is located at San Mateo; organized, 1864; principal, Miss L. H. Buckmaster; number of pupils 64. The grounds include 27 acres. Building is commodious. A large gymnasium has recently been erected, in which pupils will receive physical training under careful supervision.

### SAN RAFAEL COLLEGE.

In Marin County; principal, Alfred Bates, late of the University School, San Francisco; opened 1869. The course of study comprises two departments, classical and modern. The classical course includes Latin, Greek, mathematics, English and French. The modern, includes a thorough business education.

### ST. IGNATIUS COLLEGE.

Located in San Francisco; opened for students 1855; incorporated 1859; president, Rev. J. Bayma; number of pupils, 410.

### UNIVERSITY SCHOOL.

Situated in San Francisco. Founded about five years ago by its present principal, Mr. George Bates, a graduate of Cambridge University, England. Its object is to prepare students for a university career, as well as to give a thorough commercial education. Number of pupils about 50.

### UNION COLLEGE.

At San Francisco; established 1862. Is under the direction of Dr. R. Townsend Huddart. Number of pupils 90; assistant teachers and professors 10.

### SONOMA COLLEGE.

Located at Sonoma in 1858; Rev. W. N. Cunningham, A. M., president; Mrs. E. A. Cunningham, vice principal. Number of pupils 30, including both males and females. The building is of concrete, with large, airy rooms. Locality unsurpassed for healthfulness and beauty of scenery.

## SAN FRANCISCO.

(Sixteenth annual report, for the year 1869, Hon. James Denman, superintendent.)

The city is divided into ten districts for school supervision. It contains forty-four schools; two high schools, one for boys and one for girls; nine grammar schools, three for each sex and three in common; three mixed schools; twenty-seven primary, and three evening schools. The total number of teachers is 326. The whole number of children in the city between six and fifteen years—the legal age to attend school—is 23,905; the whole number of pupils attending the public schools during the year, is 19,885; and the average number belonging, 14,134; giving an attendance of 83 per cent. of all pupils enrolled, and 59 per cent. of the average number belonging. The number of new pupils enrolled who have not before attended public schools is 6,246, an increase of 530 over last year.

| | | Increase for the year. |
|---|---|---|
| The total number of children in the city under fifteen years of age was | 41,488 | 1,760 |
| Mongolian, under fifteen years of age | 48 | |
| Negro children between five and fifteen years | 186 | |
| Indian children between five and fifteen years | 15 | |
| White children between five and fifteen years | 25,584 | |
| Census, children between five and fifteen years | 25,785 | 2,399 |
| Number enrolled in schools during year | 19,885 | 2,459 |
| Average number belonging | 14,134 | 1,453 |
| Average daily attendance | 13,113 | 1,222 |
| Number not attending any school | 5,468 | |
| Average number of pupils to each teacher: | | |
| High schools | 25 | |
| Grammar schools | 40 | |
| Primary schools | 56 | |
| Total in evening schools during the year | 756 | |
| Average attendance | 336 | |
| Average number of pupils to each teacher | 42 | |
| Expenditures for the year | $400,842 22 | $24,440 49 |
| Valuation of city property | 95,000,000 00 | 10,000,000 00 |
| Revenue raised by the city | 2,657.946 08 | 237,844 77 |
| Total income of school department | 459,853 70 | 119,897 00 |
| Percentage of the income on whole amount of city revenue | .17 3/10 | |

Notwithstanding the large number of school-houses which have been erected by the board of education within the last three years, yet the department is now obliged to rent unfit buildings for the accommodation of 3,235 children, at a yearly rental of $15,000. Many of the rooms are in low basements of churches, and are so dark, cold, and damp as to be entirely unfit for prison cells. There is, therefore, an immediate necessity of erecting additional school buildings in nearly every part of the city. Superior accom-

modations could be provided, at far less expense in interest on the capital expended, than is now paid for inferior rented buildings.

Of the 5,468 children in the city who are not attending any school, it is safe to estimate that at least 2,500 have at some time attended school, and received a fair business education. But even deducting this number from those not attending school, there are still 2,968 who are leading idle or dissolute lives. So great has become the crowd of young lads prowling around the streets, that it is a question of the highest importance to the future welfare of society: What shall be done to check this frightful tide of depravity which is sweeping over the city, wrecking so many noble youth, and blasting the fond hopes of so many anxious parents? It is an evil which calls loudly for some potent and instant remedy. Truant laws similar to those in Boston and other eastern cities should be passed and rigidly enforced.

From the last truant officers' report it is found "that 197 truants have been induced to return to their school, and seven who proved incorrigible have been sent to the industrial school for reformation." The knowledge that a proper officer is continually searching the city for absentees from school, already exerts a salutary influence in deterring truancy. But the most efficient officers can accomplish but little toward effecting a permanent reform unless wise laws are enacted, providing for the punishment of truancy and vagrancy as crimes.

Greater improvement has been made in the evening schools during the last year than ever before. There has been a large increase in attendance, and renewed interest; with most examplary order and decorum and hard study in the school room, where may be seen large classes of young men, and even old persons, trying for the first time to learn to read and write.

During the year a commercial evening class was organized for the purpose of giving a thorough business and commercial education to a large class of young men who are engaged during the day, or are unable to pay the tuition charged at commercial colleges.

The attempt to establish a day school for the Chinese proved a failure. The board of education therefore opened an evening school for this class, which has been successful. The whole number of pupils enrolled was 277; average daily attendance, 29½. The school is doing good. It is estimated that the Chinese pay about one-twentieth of the taxes in San Francisco.

The whole number of pupils enrolled in the colored school during the year was 91, with an average daily attendance of $25\frac{6}{10}$.

## THE CO-EDUCATION OF THE SEXES.

The second biennial report for the years 1866–'67, Hon. John Swett, superintendent, expresses the belief that the presence of boys and girls in the same school, far from being injurious to either sex, exerts a mutually beneficial influence; a belief "based upon many years' experience in public school teaching, on an extended observation of schools, and on the opinion of the most enlightened and progressive educators.

"The school-houses in all the cities and larger towns have separate yards and playgrounds, on opposite sides of the building. The boys and girls enter the school-room by separate doors. In the school-room they meet at hours of intermission as well as of study, only under the eye of the teacher. The only opportunity of meeting when not under the observation of the teacher, is on the way to and from school. If the mere sight of a boy is dangerous to innocence, then our girls should be sent off to convents, where they may grow up in blissful ignorance of the existence of boys. If a pretty face and an occasional salutation of "good morning" be sufficient to turn the heads of our boys, then protect them by all means from such witchery.

"The charge of positive immorality, both in thought and act, is frequently brought against the public schools by their open enemies, and not unfrequently by moral reformers who profess to be friendly. There are some who have no faith in the purity of youth in either sex; they believe in total depravity to the letter. They look upon all associations of boys and girls, or of men and women, as merely animal instinct of the baser kind. I do not propose to argue with these Pecksniffian morality-men, who turn up their eyes in holy horror at the depravity of human nature in general, and of public schools in particular. Impure-minded boys and girls are to be found in schools, as well as impure-minded men and women in society; but they are exceptions to the general rule.

"That the tendency of educating boys and girls together is to excite improper and impure thoughts, I deny. That the standard of morality and propriety is lower than in schools where the sexes are separated, I also deny. * * * * * The presence of girls in a school-room throws a strong restraining and refining influence over boys. They are more attentive to personal appearance and neatness of dress; they are more refined in manner and careful in speech; they have higher feelings of honor and manliness; they stand in wholesome dread of the public opinion of the girls, which frowns down meanness, and profanity, and vulgarity. Boys have quite as high feelings of

honor as men. The restraining influence of girls over boys is the same as that of women over men. * * * * * * * * *

"I believe that girls educated with boys will grow up into womanhood with stronger, purer, nobler, better-developed characters than if trained in seclusion. They will be better capable of acting and thinking for themselves. Nowhere can they form better ideas of true manhood than in the public schools, where ambitious and manly boys are their associates, where mind is made the standard of position, and where true merit commands respect and admiration. Girls are stimulated to greater mental efforts by the presence of able and ambitious boys. The surest way to produce romantically-diseased imaginations and to sully the purity of the female character, is to shut out girls from the society of boys, and to exclude young ladies from the society of young men. It is a fact which young ladies themselves admit, that in schools for young ladies exclusively, there is more talk about the other sex than in institutions where both sexes are educated together.

"Education consists in the development of character, more than in the study of text books. I believe in throwing around boys every refining, restraining, and humanizing influence; in educating them to regard the female character as something pure and holy; in training them to reverence womanhood. I believe in teaching girls to respect manliness and manhood. How can this be done better than in a well-regulated school, where the boys and girls mutually educate each other?

"The co-education of the sexes is a characteristic feature of our American common-school system, in contradistinction to the European system of national schools. Everywhere in the United States, except in a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where the boys and girls are carefully educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected than with us?

"I was born and bred in that bleak little corner of the Union where common schools were first established, where they have since been nurtured and sustained, and where men and women are taught to think for themselves. My pleasantest memories of school-days are associated with the bright-eyed little girls who came to school in summer mornings, bringing May flowers and lilacs and peonies and pinks in their hands. I loved some of those pretty girls with all the fullness of boyish feeling. Nobody ever told any of the boys of our school it was a sin to love them. No impure thought ever sullied our affection for them, for nobody had ever poisoned our minds with the notion that boys and girls are innately vicious. Barefoot farmers' boys were we, all of us, with tanned faces and hands used to toil; and farmers girls, red-cheeked, barefoot too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teachers. They made the old school-house pleasant with the sunlight of their faces, and merry with their ringing laughter. They softened our rough natures. We chose the girls we liked best at spelling matches, and never were the worse for it. We hauled the girls on sleds in the winter-time, and slid on the ice together, and none of us ever thought of evil." * *

On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language:

"The youth of both sexes of our Scottish peasantry have been educated together; and, as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we have never heard from practical men that any benefit has arisen from the arrangement. The separation of the sexes has been found to be injurious. It is stated on the best authority, that of those girls educated in schools of convents, apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. They cannot, it is said, resist the slightest compliment or flattery The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high intellectually without boys as with them, and it is impossible to raise boys, morally, as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this, girls are morally elevated by the presence of boys, and boys are also intellectually elevated by the presence of girls. Girls brought up with boys are more positively moral, and boys brought up in school with the girls are more positively intellectual, by the softening influence of the female character."

On the other side of the question, Superintendent Fitzgerald, in his third biennial report for the years 1868–'69, says:

"The experiment of separating the sexes in the large grammar schools of San Francisco, has been tried and attended with gratifying success. That it has pleased the parents has been shown by the large attendance, and teachers directly interested speak of the arrangement in terms of praise. That rough boys of twelve or fifteen years are often unfit associates for lady-like girls—and still more unfit for those who are otherwise—will be readily understood; and pupils of that age are certainly apt to be interested in each other, to the great detriment of their studies. In these practical days it is vain to plead sentiment, and modern school trustees are not to be moved by

any appeals based on recollections of bright eyes and brown hair; so the advocates of co-education are forced to the more tangible argument that, while the presence of boys in the school-room may not greatly benefit the girls, the presence of girls had a decidedly beneficial effect upon boys. Whether the disadvantages of co-education have been counterbalanced by the advantages has been shown by the successful working of the Denman, Lincoln and other schools in San Francisco. But when we consider, not young ladies and gentlemen, but little children from six to ten years of age, the case seems entirely different. All the arguments of co-educationists are peculiarly applicable in this connection, while those of their adversaries lose all their force. The experience of teachers has taught them to prefer mixed classes of boys and girls in all but the higher grades."

### TEACHING AS A PROFESSION.

In the first biennial report of the superintendent of public instruction for the school years 1864 and 1865, Hon. John Sweet, superintendent, remarks:

"The time is rapidly approaching when teaching must be recognized as a profession; when a diploma from a normal school, or a certificate of examination by a legally authorized association of teachers, or a State board of examination, shall be a license to teach school until revoked by those who issued it. Educational conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping-stone to other pursuits, and there is no objection to this, when they are duly qualified for the noblest of human duties; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions."

### CAUSES OF NON-ATTENDANCE.

"Indifference of parents; poverty of parents; inconvenience of location of school-houses; unattractiveness of school-houses; inefficiency of school-teachers. These being the causes, the remedies must be adapted to meet them. The indifference of parents must be overcome by the diffusion of enlightened views concerning the importance of education; honest poverty must be assisted, and vicious poverty reclaimed, if possible; inconvenient locations of schools must be changed; unattractive school-houses must be made attractive; inefficient teachers, who are unable to make their schools attractive by interesting the pupils, and exciting a thirst for learning, must give place to others. The co-operation of all parties interested is necessary for the removal of this evil. More, however, depends upon the teachers than upon all others. A good teacher possesses the power to make his school attractive to the child, and when the child is attracted to the school-room its persuasions will be irresistible with the parent. The percentage of attendance of a school is generally a fair index of the capacity of the teacher."

### WOMEN TEACHERS.

"The functions of the teacher's office are specially suited to women. They are the natural educators of the young. * * * * The disparity between their salaries and those of male teachers cannot fail to have arrested the attention of every thinking person. The mere statement of the fact that for the same labor they receive less pay is a singular commentary on the boasted chivalry and gallantry of our countrymen. * * * * * Woman is adapted to the school-room. Much of the work to be done there no others can do as well. I hope, therefore, that this disposition to give the preference to competent female teachers will continue. What reason can be urged against placing women in charge of our grammar schools? The few experiments that have been made in this direction have been eminently satisfactory. I feel it to be a duty to place myself on the record in favor of giving the fullest scope for the exercise of female talent, the gratification of honorable female aspiration for professional distinction, and the same pay for the same work when done by women as when done by men."

*Table of statistical details of schools in*

Hon. O. P. FITZGERALD, *superintendent*

COUNTY SUPER

| County. | Name. | Post Office. | Number of schools. | Number of teachers. | | |
|---|---|---|---|---|---|---|
| | | | | Male. | Female. | Total. |
| Alameda | Rev. W. F. B. Lynch | Centerville | 62 | 17 | 45 | 62 |
| Alpine | Joseph Uncapher | Markleeville | 4 | 1 | 5 | 6 |
| Amador | Rev. S. G. Briggs | Volcano | 32 | 10 | 14 | 24 |
| Butte | J. B. Thomas | Oroville | 40 | 20 | 18 | 38 |
| Calaveras | Joseph H. Wells | San Andreas | 28 | 12 | 13 | 25 |
| Colusa | | | 17 | 13 | 6 | 19 |
| Contra Costa | Afred Thurber | Pacheco | 35 | 16 | 19 | 35 |
| Del Norte | John R. Nickel | Crescent City | 5 | 3 | 3 | 6 |
| El Dorado | Whitman H. Hill | Placerville | 41 | 16 | 20 | 36 |
| Fresno | | | 10 | 7 | 5 | 12 |
| Humboldt | W. B. Brown | Eureka | 20 | 12 | 11 | 23 |
| Inyo | J. W. Symmes | Independence | 3 | 3 | 1 | 4 |
| Kern | | | 4 | 5 | 2 | 7 |
| Klamath | | | 3 | 3 | 2 | 5 |
| Lake | Mack Mathews | Lower Lake | 14 | 8 | 7 | 15 |
| Lassen | | | 7 | 6 | 2 | 8 |
| Los Angeles | William M. McFadden | Anaheim | 28 | 13 | 15 | 28 |
| Marin | Samuel Sanders | Olima | 20 | 10 | 10 | 20 |
| Mariposa | J. W. Simmons | Bridgeport | 10 | 4 | 2 | 6 |
| Mendocino | C. C. Cummings | Ukiah City | 36 | 21 | 15 | 36 |
| Merced | M. C. Monroe | Snelling | 11 | 7 | 5 | 12 |
| Mono | Milton S. Clarke | Owinsville | 6 | 1 | 4 | 5 |
| Montery | Dr. E. M. Alderman | Castroville | 18 | 14 | 11 | 25 |
| Napa | Rev. J. W. Ford | Napa City | 28 | 10 | 19 | 29 |
| Nevada | Augustus Moore, jr | Grass Valley | 52 | 38 | 24 | 52 |
| Placer | John T. Kinkade | Rocklin | 45 | 15 | 42 | 57 |
| Plumas | L. S. Boyerton | Taylorville | 18 | 9 | 11 | 20 |
| Sacramento | Dr. Aug. Trafton | Sacramento City | 65 | 34 | 61 | 95 |
| San Bernardino | | | 15 | 13 | 4 | 17 |
| San Diego | H. H. Dougherty | South San Diego | 4 | 1 | 3 | 4 |
| San Francisco | James Denman | San Francisco | 40 | 38 | 272 | 310 |
| San Joaquin | Wallace R. Leadbeater | Stockton | 73 | 43 | 24 | 67 |
| San Luis Obispo | | | 14 | 8 | 6 | 14 |
| San Mateo | H. N. Nutting | Redwood City | 19 | 10 | 8 | 18 |
| Santa Barbara | H. C. Harner | Santa Barbara | 11 | 3 | 8 | 11 |
| Santa Clara | Nicholas Furlong | San José | 75 | 36 | 40 | 76 |
| Santa Cruz | H. E. Makinney | Santa Cruz | 35 | 30 | 13 | 43 |
| Shasta | | | 26 | 5 | 14 | 19 |
| Sierra | J. H. Thorp | Howland Flat | 23 | 10 | 12 | 22 |
| Siskiyou | Grove R. Godfrey | Yreka | 33 | 23 | 11 | 34 |
| Solona | William H. Fry | Valta | 36 | 14 | 27 | 41 |
| Sonoma | George W. Jones | Sebastapol | 97 | 57 | 66 | 123 |
| Stanislaus | B. F. Haislep | Tuolumne City | 25 | 11 | 5 | 16 |
| Sutter | J. H. Clarke | Yuba City | 32 | 17 | 11 | 28 |
| Tehama | George W. Jeffress, M. D | Red Bluff | 15 | 12 | 7 | 19 |
| Trinity | | | 10 | 6 | 4 | 10 |
| Tulare | S. G. Creighton | Visalia | 21 | 13 | 6 | 19 |
| Tuolumne | Charles L. Metzger | Columbia | 17 | 14 | 7 | 21 |
| Yolo | Robert Randolph Darby | Woodland | 35 | 18 | 12 | 30 |
| Yuba | Rev. Adam A. McAllister | Marysville | 36 | 17 | 19 | 36 |
| Total | | | 1,354 | 726 | 961 | 1,687 |

*California, by counties, from report for* 1869.

*of public instruction, San Francisco.*

INTENDENTS.

| Aver'e monthly wages of teachers. | | Am't paid for teachers' salaries. | Valuation of school libraries. | Total valuation of school property. | Cash received from State apportionment. | Cash received from county and city taxes. | Total receipts. | Total expenditures. |
|---|---|---|---|---|---|---|---|---|
| Male. | Female. | | | | | | | |
| $108 80 | $70 13 | $39, 244 35 | $2, 224 60 | $126, 986 52 | $10, 965 69 | $41, 271 79 | $86, 028 12 | $78, 631 77 |
| 65 00 | 63 75 | 1, 299 68 | ..... | 785 00 | 366 60 | 1, 031 57 | 1, 927 19 | 1, 330 18 |
| 81 13 | 51 35 | 10, 448 22 | 959 56 | 16, 621 56 | 5, 388 50 | 7, 185 58 | 15, 140 33 | 12, 971 94 |
| 95 00 | 60 00 | 16, 356 53 | 1, 872 16 | 28, 559 16 | 5, 783 08 | 10, 135 34 | 25, 259 06 | 22, 969 13 |
| 73 00 | 57 00 | 10, 458 36 | 697 00 | 14, 140 60 | 6, 829 40 | 3, 036 52 | 14, 385 54 | 11, 961 86 |
| 72 50 | 58 20 | 7, 267 47 | 735 00 | 7, 660 00 | 2, 123 01 | 6, 569 34 | 9, 492 36 | 8, 361 98 |
| 85 00 | 59 00 | 15, 219 91 | 1, 042 43 | 19, 658 93 | 5, 899 13 | 9, 166 59 | 24, 923 91 | 19, 363 01 |
| 84 00 | 41 33 | 2, 342 50 | 12 00 | 3, 960 00 | 704 13 | 1, 624 38 | 3, 095 64 | 2, 633 21 |
| 77 50 | 56 37 | 17, 462 49 | 2, 374 30 | 21, 128 58 | 6, 794 67 | 9, 087 06 | 23, 483 18 | 20, 844 00 |
| 73 44 | 65 00 | 3, 760 10 | 218 48 | 2, 464 41 | 1, 352 96 | 3, 861 81 | 5, 698 46 | 4, 814 07 |
| 66 66 | 52 50 | 7, 295 99 | 887 60 | 13, 667 25 | 3, 381 51 | 4, 281 89 | 16, 994 96 | 13, 636 78 |
| 81 87 | 75 00 | 1, 040 00 | 14 00 | 806 85 | 203 75 | 905 45 | 1, 473 16 | 1, 116 75 |
| 95 00 | 72 50 | 1, 901 50 | 160 00 | 5, 082 00 | 784 14 | 2, 132 79 | 6, 990 18 | 6, 224 87 |
| 70 00 | 50 00 | 1, 319 00 | 123 49 | 798 57 | 680 31 | 877 94 | 1, 762 16 | 1, 497 05 |
| 88 89 | 57 20 | 5, 797 50 | 424 25 | 5, 509 25 | 2, 112 35 | 2, 158 83 | 8, 821 89 | 8, 398 71 |
| 73 00 | 40 00 | 2, 828 25 | 210 10 | 4, 195 10 | 904 11 | 1, 177 82 | 3, 905 03 | 3, 229 05 |
| 74 00 | 66 50 | 13, 647 87 | 1, 750 69 | 27, 449 01 | 10, 214 03 | 15, 292 13 | 33, 907 99 | 19, 003 73 |
| 60 00 | 58 75 | 7, 599 60 | 585 00 | 14, 833 00 | 2, 966 90 | 4, 832 10 | 15, 894 77 | 12, 520 89 |
| 82 00 | 65 00 | 4, 459 46 | 552 00 | 4, 236 00 | 2, 454 82 | 3, 423 96 | 7, 408 74 | 5, 630 25 |
| 72 00 | 53 00 | 13, 103 45 | 1, 110 43 | 15, 016 44 | 4, 554 79 | 7, 017 01 | 18, 880 96 | 16, 663 73 |
| 76 80 | 71 00 | 4, 405 80 | ..... | 630 00 | 1, 165 82 | 4, 037 96 | 6, 877 63 | 5, 104 73 |
| 70 00 | 53 33 | 990 00 | ..... | 750 00 | 363 28 | 1, 602 06 | 3, 062 42 | 1, 725 25 |
| 86 00 | 61 00 | 9, 794 59 | 1, 149 14 | 10, 944 82 | 4, 892 61 | 6, 883 20 | 19, 557 32 | 16, 516 59 |
| 84 42 | 61 50 | 12, 859 64 | 819 17 | 29, 649 17 | 4, 757 00 | 10, 458 70 | 33, 221 53 | 22, 898 03 |
| 87 00 | 65 00 | 33, 876 79 | 2, 385 00 | 65, 845 00 | 10, 870 52 | 25, 867 80 | 66, 944 03 | 63, 232 82 |
| 71 00 | 59 00 | 16, 682 57 | 1, 569 77 | 22, 872 77 | 6, 100 13 | 10, 721 48 | 26, 223 98 | 21, 389 74 |
| 77 77 | 65 62 | 7, 182 14 | 694 88 | 7, 420 88 | 1, 573 35 | 4, 154 88 | 10, 974 76 | 9, 873 52 |
| 71 00 | 62 50 | 47, 620 46 | 2, 948 91 | 79, 015 77 | 13, 618 70 | 62, 650 44 | 87, 542 03 | 70, 238 70 |
| 44 37 | 27 17 | 5, 718 92 | 1, 015 91 | 7, 299 41 | 3, 831 77 | 2, 438 01 | 8, 892 88 | 7, 276 08 |
| 75 00 | 65 00 | 977 50 | 50 00 | 825 00 | 1, 414 02 | 1, 846 67 | 7, 060 66 | 1, 164 37 |
| 140 00 | 70 00 | 271, 567 09 | 10, 000 00 | 1, 729, 800 00 | 65, 039 95 | 390, 480 00 | 466, 167 57 | 435, 396 56 |
| 72 00 | 65 00 | 31, 212 38 | 1, 256 94 | 106, 442 94 | 10, 998 59 | 25, 282 99 | 53, 528 60 | 42, 629 91 |
| 75 00 | 50 00 | 4, 273 39 | 573 23 | 4, 825 76 | 2, 298 31 | 2, 337 92 | 7, 922 97 | 7, 509 22 |
| 74 00 | 56 25 | 9, 050 00 | 1, 149 00 | 25, 285 00 | 3, 799 07 | 6, 726 14 | 14, 705 89 | 11, 624 98 |
| 73 00 | 60 00 | 5, 945 00 | 400 00 | 12, 140 00 | 4, 431 75 | 3, 598 88 | 10, 172 53 | 8, 960 37 |
| 86 77 | 62 00 | 46, 089 74 | 3, 574 10 | 100, 216 49 | 14, 312 69 | 34, 976 34 | 69, 701 99 | 64, 034 79 |
| 95 00 | 59 00 | 14, 215 97 | 1, 128 26 | 21, 984 76 | 6, 334 87 | 9, 690 15 | 25, 683 87 | 20, 170 78 |
| 72 00 | 50 00 | 6, 594 00 | 512 79 | 4, 152 79 | 2, 565 11 | 5, 532 00 | 10, 987 88 | 6, 809 69 |
| 82 00 | 60 00 | 9, 998 25 | 956 69 | 14, 626 69 | 2, 831 06 | 5, 171 54 | 13, 742 83 | 11, 593 55 |
| 71 00 | 54 00 | 13, 187 00 | 861 48 | 10, 641 40 | 3, 443 26 | 7, 852 56 | 19, 534 12 | 16, 450 88 |
| 67 32 | 48 90 | 23, 490 56 | 2, 016 27 | 34, 336 27 | 8, 470 29 | 14, 079 00 | 35, 019 25 | 30, 491 70 |
| 73 00 | 54 00 | 40, 141 05 | 3, 388 66 | 70, 941 88 | 14, 731 94 | 22, 548 37 | 60, 448 40 | 52, 547 33 |
| 70 00 | 65 00 | 7, 303 39 | 293 65 | 9, 126 65 | 2, 715 34 | 5, 102 70 | 9, 142 89 | 8, 232 60 |
| 69 73 | 62 64 | 11, 230 29 | 258 19 | 12, 643 19 | 3, 186 38 | 5, 325 40 | 15, 629 53 | 13, 645 39 |
| 78 00 | 54 00 | 5, 664 59 | 707 30 | 8, 818 05 | 1, 938 31 | 5, 752 19 | 8, 277 62 | 6, 940 17 |
| 70 00 | 52 50 | 3, 022 00 | 45 00 | 2, 755 00 | 1, 212 36 | 2, 693 26 | 4, 863 47 | 3, 406 79 |
| 76 00 | 64 16 | 6, 570 63 | 449 72 | 8, 817 85 | 3, 134 46 | 4, 902 83 | 10, 205 11 | 7, 769 56 |
| 79 42 | 58 40 | 10, 363 62 | 1, 140 79 | 14, 394 79 | 5, 218 61 | 5, 612 77 | 15, 563 96 | 13, 197 04 |
| 80 00 | 55 00 | 15, 366 39 | 1, 242 39 | 16, 416 31 | 4, 938 55 | 14, 343 69 | 25, 017 33 | 20, 831 17 |
| 85 00 | 64 00 | 15, 738 09 | 1, 358 50 | 29, 399 25 | 6, 044 73 | 9, 490 00 | 20, 539 21 | 17, 079 35 |
| 3, 911 39 | 2, 928 55 | 873, 814 07 | 57, 895 77 | 2, 796, 705 12 | 290, 796 71 | 847, 229 83 | 1, 492, 979 89 | 1, 290, 585 52 |

# CONNECTICUT.

The early educational policy of this State had its origin in the influence and active efforts of two of its earliest settlers, Rev. John Davenport, of Oxford, and Theophilus Eaton, the first governor, whose broad and liberal views providentially molded the future policy of the State respecting this vital question, being more largely instrumental than any other of the founders of the commonwealth in establishing that system of common schools, since maintained without interruption, as fundamental to the prosperity and virtue of the commonwealth, so that for nearly a century a native of the State, of mature age, unable to read the English tongue has been looked upon as a prodigy.

The first public school was established in this State, in the town of New Haven, in the year 1639, being the first year of the settlement of the town. One of the earliest records of town business is the appointment of a committee to consider "what yearly allowance is meet to be given to it (the school) out of the common stock of the town." This school was taught by Ezekiel Cheever, the most successful and celebrated teacher of his age.

When this school had been in operation three years, another, of a higher grade, was established under Mr. Cheever's charge, to which the following order of the town meeting held in 1641 refers:

"For the better training of youth in this town, that through God's blessing they may be fitted for public service hereafter, in church or commonwealth, it is ordered that a free school be set up, and the magistrates, with the teaching elders, are entreated to consider what rules and orders are meet to be observed, and what allowance may be convenient for the schoolmaster's care and pains, which shall be paid out of the town stock." By the term "free school" was not meant a school free in the sense that our public schools are now free; but a school unrestricted as to class of pupils who should attend, and endowed by grants of land, bequest of individuals, or "allowance out of the common stock of the town," so as not to depend entirely upon tuition of scholars for the support of the school. These schools were designed especially for instruction in classical studies, and were the predecessors of our present incorporated academies.

Ezekiel Cheever died in Boston in the year 1708, in the ninety-fourth year of his age, after having been, as Doctor Mather expresses it, "a skillful, painful, faithful schoolmaster for seventy years," having taught the descendants of the founders of New England for three generations in New Haven, Salem, and last in the famous Latin school of Boston.

The legislative enactments relating to schools, from that period to the present century, have been numerous and rigid in their requirements. An obligation was laid on every parent and guardian of children "not to suffer so much barbarism in any of their families as to have a single child or apprentice unable to read;" and also "to bring them up to some lawful calling or employment," under a penalty for each offense. It was an established principle with the founders of the public school system, that the stability of the government of the State, as well as the welfare and prosperity of the community, must depend on the intelligence of the community. Hence we find, in the early history of New England, that in their legislation in behalf of education they not only furnished aids and encouragements for the attainment of knowledge, but decreed severe penalties for its neglect.

By a legislative act, passed in 1798, the organization and administration of the school system appears to have been essentially modified, so that the authority which had hitherto been vested in towns was now transferred to "school societies." Two years previous to this the general assembly appropriated the results of a sale of western lands belonging to the State as a "perpetual fund," the interest of which was to be divided among the school societies legally organized. With the present century, therefore, was inaugurated an important change in the administration of school affairs.

The free school law, passed in 1868, requiring each town to "raise by taxation such sum of money as it may find necessary to make its schools free," has accomplished more than its friends promised. The actual results of the first year's trial demonstrate the necessity and wisdom of the law. They show that nearly 6,000 children were kept from school by the rate-bill. Though some malcontents may still be found here and there, the marvel has been that so radical a change, involving large expenditures, in the face of heavy war debts and taxes, should meet so feeble a remonstrance. The school visitors of but two towns seem unfavorable to the system, while in others abundant evidence of its manifold advantages is cited.

There are in the State 125,407 children of school age, between four and sixteen, and 1,647 public schools, in which 105,313 scholars were registered for the year 1870, of whom 3,308 were over sixteen years of age. There are, it is estimated, about 9,583 attending private schools and academies, leaving an estimated number of 13,476 children, between four and sixteen years of age, who are in no school. Percentage of

average attendance in winter, 73.13; in summer, 71.40; increase of per cent. of attendance for the year 4.04. Number of teachers in winter, 2,318—males, 679; females, 1,639. In summer, total, 2,296—males, 162; females, 2,134. Increase for the year, males, 12; females, 77. Number of teachers who never taught before, 608; decrease for the year, 43. Average wages per month of male teachers, including board, $58 74; of female teachers, including board, $29 16. Number of schools of two grades or departments, 118; increase for the year, 7. Number containing more than two departments, 99; increase for the year, 7. Number of new school-houses erected in the year, 45; increase for the year, 16. Number of school-houses reported in "good" condition, 880; increase for year, 3. Number reported in "fair" condition, 472; increase for year, 4. Number reported in "poor" condition, 282; increase for year, 22. Capital of the school fund, $2,046,108 87. Dividend per child from school fund, 1869, 1870, $1. Income of local funds for schools, $12,300 34. Amount raised by town tax, $415,318 26; increase for the year, $254,970 91. Amount raised by district tax, $491,420 61; increase for the year, $23,615 84. Amount of voluntary contributions, $15,996 86. Received for schools from other sources, $165,150 82. Total amount received for public schools from all sources, $1,269,152 83; increase for the year, $226,066 12. Amount received for each child, $10 23.

In addition to the public schools of the State there are certain free schools, supported either by the income of invested funds or by the liberality of individuals. The Norwich Free Academy has a fund of $90,000 and an income of about $9,000 a year. Messrs. Cheeney Brothers, of Manchester, maintain a free school at their own expense, costing about $1,000 a year; also an evening school at South Manchester and one in Hartford, expenses being $400. The amount expended for libraries and apparatus the last year, $5,226 64, shows a large increase above any former year. The State offers to every district $10 in the first instance, and $5 every subsequent year, on condition that an equal amount is raised for the purpose by the district.

Teachers' institutes were held during the year at ten cities of the State, beside twenty-nine shorter institutes in various towns of the State.

The State normal school at New Britain contains 137 pupils, all pledged to teach in the State. No charge made either for tuition or books.

There is a Home for Soldiers' Orphans at Mansfield, in which 68 had been in school during the year 1869, and 51 were there April 3, 1870. The school hours are five per day; average age of children about nine years. The school is in charge of a lady principal; its object, according to the charter, is "to provide a home, education, and support for the orphan or destitute children of Connecticut soldiers and other citizens of the State."

The State Industrial School for Girls, at Meriden, contains 19 inmates. Two homes for families of 30 girls each are nearly completed, with school and work-house.

Fitch's Home for Soldiers' Orphans, in charge of a lady principal, supports and instructs thoroughly in the fundamental English branches, Latin, French, and algebra, 48 children, with 13 day scholars, whose parents pay a tuition fee of $2 50 per quarter.

The Deaf and Dumb Asylum of Hartford has 282 pupils under instruction. The health of the pupils has been so good that not a visit from a physician has been necessary during the year. The principal's report states:

"The trades taught are those which a wide experience has proved as, upon the whole, best adapted to the deaf and dumb, viz., cabinet-making, shoemaking, and tailoring. Seventeen hundred deaf mutes have enjoyed the benefits of this institution during its history. Large numbers of these graduates are scattered over the country earning an honorable competence by the skill attained while under instruction here."

The Sheffield Scientific School of Yale College offers forty free scholarships. Connecticut has reason to be proud of this growing institution. It has already trained more students than any similar one in the country. Its design is to give instruction in the various branches of mathematical, physical, and natural sciences. President Eliot, of Harvard College, says of this institution:

"It is at once an epitome of the past history of scientific instruction in this country, and a prophecy of its future."

## NEW HAVEN

had a population in 1867 of 45,000, with 5,261 pupils in school. Estimated population for 1869 of New Haven school district, 50,000. Number of children between four and sixteen years of age, 9,750, an increase of 215 during the year. The number of pupils registered during the year was 6,767; increase during the year, 452. Average number belonging during the year, 5,664; increase during the year, 202. Per cent. of attendance, 94.2. Number of school-rooms, 117. Number of teachers in the day schools, 134—12 male and 122 female.

The school interests are superintended by a board of education, consisting of twelve members, three of whom are chosen annually, together with a clerk, collector, and treasurer. The members serve without pay, but they elect a superintendent who receives a salary of $2,000 a year.

The schools for the past sixteen years have been organized upon the graded system. The grammar schools occupy six large buildings, containing 600 pupils each. About five-sixths of all the sittings in the public schools at the present time have been supplied during the period since 1853. At that time the number of children between the ages of four and sixteen was 5,409; number registered in school, 1,745; average attendance, 1,174, and number of teachers, 26. "Thus it appears that the number of children has not quite doubled since 1853, while the average attendance is about five times greater." The ratio of the number attending school to the number enumerated was, at that time, 22 in every 100; now it is 58 to a hundred.

Two training schools for teachers are in operation, which afford facilities for the education of twelve teachers, enough, it is thought, to fill vacancies as they occur in the schools.

A free evening school has been in operation in the winter, having had during the first term 100 pupils and nearly 400 applications for admission. The earnestness and enthusiasm manifested by a large proportion of these young men in their studies is seldom equaled by the pupils in our day schools. A course of instruction in mechanical drawing was given to as many as cared to devote an extra evening to it. Twelve lessons were given to about forty young men, with very satisfactory results.

"During the past year drawing has been added to the course of studies in all the schools, from the simplest exercises in the primary department to perspective and object drawing in the high school. In several instances the development of an extraordinary skill has already occurred."

Vocal music has been taught in the public schools four and a half years, with good success, and resulting in a very beneficial influence upon the children.

## HARTFORD.

Population in 1870, 39,825. Number of children from four to sixteen years of age in 1867 was 7,294, of whom 3,409 pupils in school, with an average attendance of 2,771.

Present population: Number of children of school age between four and sixteen, 7,846. Number in public schools, 4,047; number in private and Catholic schools, 1,393, making 5,690. Of the remaining 2,156 children out of school, some are under six years and some have left school.

There are ten district schools and a high school, grammar school, and one colored school. The whole number of teachers, 78.

Average salary of female teachers in 1867 was $377. Whole amount paid for teachers' wages, $35,217 52. In 1869 the amount paid for teachers' wages was $55,464 19. Number of teachers employed, 93.

## NORWICH

contained, in 1867, 1,366 pupils, with an average daily attendance of 762. School expenses for that year were $21,219 51. Cost per pupil, on average attendance, $27 84.

Hon. B. G. NORTHROP, *secretary of the board of education, New Haven.*

### CITY SUPERINTENDENTS.

| City. | Name. |
|---|---|
| Fair Haven | C. S. Bushnell. |
| New Haven | Ariel Parish. |

The following is a list of the "acting visitors" in some of the principal cities and towns, the post office address being given in addition where it differs from the name of the town:

| City. | Names. |
|---|---|
| Hartford | Dr. E. K. Hunt. |
| New Britain | Professor J. N. Bartlett. |
| Meriden, (West Meriden) | W. E. Benham. |
| Waterbury | Rev. J. L. Clark, D. D. |
| New London | Hon. H. P. Haven. |
| Norwich | B. B. Whittemore. |
| Bridgeport | Rev. S. Clark. |
| Danbury | Rev. W. L. Hayden. |

*List of acting visitors, &c.*—Continued.

| City. | Names. |
|---|---|
| Norwalk | J. W. Wilson. |
| Stamford | John Day Ferguson. |
| Plymouth | George Langdon. |
| Winchester, (West Winsted) | S. B. Forbes. |
| Middletown | Henry E. Sawyer. |
| Vernon, (Rockville) | Dr. S. G. Risley. |
| Windham, (Willimantic) | Rev. H. Winslow. |
| Killingly, (West Killingly) | C. B. Tillinghast. |
| Derby, (Ansonia) | John Lindley. |
| Bristol | Rev. A. E. Bishop. |
| Canton, (Collinsville) | Dr. G. F. Lewis. |
| Enfield | Rev. C. A. G. Bingham. |
| Wallingford | Franklin Platt. |
| Groton, (Mystic River) | W. H. Potter. |
| Stonington, (Mystic Bridge) | J. R. Buckley. |
| Litchfield | Dr. J. G. Beckwith. |
| Salisbury | Rev. J. A. Wainwright. |
| Torrington, (Wolcottville) | Lauren Wetmore. |

*Tables of educational statistics from the report of Hon. B. G. Northrop, secretary of the State board of education, for* 1869.

SUMMARY BY COUNTIES.

| Counties. | Population, 1869. | Grand list, 1868. | No. of districts. | No. of schools. | Departments. | Av. length. | | SCHOLARS. | | | | | | | | | TEACHERS. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Enum. Jan. '69. | Registered. | | | Diff'ent schol'rs reg. | Private schools & acad. | No. in no school | Average attendance. | | Male. | | Female. | | Wages per month. | |
| | | | | | | W. | S. | | W. | S. | Over 16. | | | | W. | S. | W. | S. | W. | S. | Male. | Fem. |
| Hartford..... | 80, 962 | $77, 696, 376 | 251 | 262 | 391 | 87. 4 | 73. | 24, 271 | 16, 988 | 15, 211 | 781 | 20, 174 | 2, 056 | 2, 958 | 12, 453 | 11, 031 | 89 | 35 | 329 | 378 | $30 66 | $31 26 |
| New Haven... | 97, 345 | 72, 803, 316 | 193 | 236 | 413 | 93. 9 | 72. 7 | 27, 355 | 18, 571 | 17, 491 | 472 | 21, 531 | 2, 610 | 3, 432 | 14, 666 | 13, 58[illegible] | 72 | 28 | 377 | 413 | 96 02 | 34 73 |
| New London.. | 61, 741 | 38, 230, 771 | 209 | 218 | 303 | 89. | 66. 8 | 16, 146 | 12, 308 | 10, 467 | 384 | 14, 781 | 735 | 1, 264 | 8, 879 | 7, 41[illegible] | 124 | 28 | 197 | 291 | 51 28 | 27 69 |
| Fairfield..... | 77, 476 | 49, 892, 261 | 239 | 242 | 320 | 98. 8 | 87. 3 | 22, 384 | 15, 068 | 13, 966 | 411 | 18, 256 | 2, 327 | 2, 179 | 10, 109 | 9, 276 | 97 | 44 | 237 | 296 | 56 85 | 28 92 |
| Windham..... | 34, 747 | 15, 987, 590 | 159 | 156 | 186 | 77. 3 | 58. 7 | 9, 520 | 7, 016 | 5, 963 | 443 | 8, 643 | 116 | 1, 513 | 5, 062 | 4, 09[illegible] | 89 | 11 | 99 | 172 | 45 95 | 25 23 |
| Litchfield..... | 47, 318 | 25, 832, 985 | 274 | 280 | 365 | 77. 5 | 79. 1 | 11, 447 | 8, 483 | 7, 298 | 372 | 10, 188 | 980 | 892 | 6, 175 | 4, 814 | 109 | 8 | 195 | 293 | 39 30 | 25 11 |
| Middlesex .... | 30, 859 | 15, 120, 019 | 120 | 129 | 156 | 88. 1 | 76. 9 | 7, 910 | 5, 952 | 5, 167 | 209 | 7, 003 | 582 | 673 | 4, 400 | 3, 69[illegible] | 57 | 6 | 105 | 152 | 48 06 | 25 67 |
| Tolland..... | 20, 709 | 9, 183, 785 | 125 | 124 | 139 | 73. 2 | 61. 6 | 5, 049 | 3, 962 | 3, 302 | 236 | 4, 737 | 157 | 565 | 2, 963 | 2, 38[illegible] | 42 | 2 | 100 | 139 | 42 44 | 24 92 |
| Totals .... | 460, 157 | 304, 747, 103 | 1, 570 | 1, 647 | 2, 213 | 86. 6 | 75. 2 | 124, 082 * | 88, 348 | 78, 865 | 3, 308 | 105, 313 | 9, 583 | 13, 476 | 64, 706 | 56, 309 | 679 | 162 | 1, 639 | 2, 134 | 58. 74 | 29. 16 |

| Counties. | RECEIPTS. | | | | | | | | EXPENSES. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School fund. | Town deposit. | Local funds. | Town tax. | District tax. | Contribu'n for board'g and fuel. | Other sources. | Total. | Teachers' wages. | Fuel, &c. | Repairs. | Other objects. | Total. |
| Hartford..... | $24, 271 00 | $7, 644 68 | $5, 061 38 | $97, 644 20 | $108, 055 54 | $1, 029 83 | $5, 775 60 | $249, 482 23 | $141, 555 29 | $22, 124 69 | $9, 873 86 | $31, 599 93 | †$240, 884 43 |
| New Haven... | 27, 355 00 | 6, 017 57 | 1, 364 68 | 78, 115 71 | 194, 119 33 | 976 86 | 45, 808 69 | 353, 757 84 | 172, 152 14 | 12, 903 94 | 21, 826 67 | 39, 483 19 | †368, 171 56 |
| New London.. | 16, 146 00 | 6, 830 62 | 1, 537 37 | 52, 252 33 | 71, 831 73 | 2, 730 50 | 57, 614 92 | 208, 943 47 | 90, 266 34 | 9, 305 99 | 5, 502 58 | 26, 382 96 | †219, 332 13 |
| Fairfield..... | 22, 384 00 | 7, 066 52 | 1, 877 76 | 80, 213 33 | 46, 955 79 | 427 58 | 25, 515 49 | 184, 440 47 | 113, 936 29 | 13, 771 65 | 12, 629 87 | 24, 276 11 | †181, 762 05 |
| Windham..... | 9, 520 00 | 3, 936 77 | 384 90 | 18, 346 62 | 19, 024 54 | 3, 121 40 | 3, 999 87 | 58, 334 10 | 40, 983 33 | 5, 244 35 | 3, 305 79 | 3, 136 49 | †60, 109 36 |
| Litchfield..... | 11, 447 00 | 6, 901 17 | 979 89 | 46, 911 02 | 22, 025 83 | 4, 851 36 | 9, 879 46 | 102, 995 73 | 66, 140 28 | 7, 263 56 | 5, 449 92 | 1, 257 87 | †101, 878 79 |
| Middlesex .... | 7, 910 00 | 3, 611 48 | 574 02 | 27, 461 04 | 18, 035 41 | 1, 062 60 | 15, 295 49 | 73, 950 04 | 43, 376 57 | 3, 698 40 | 3, 414 12 | 2, 702 58 | †69, 471 24 |
| Tolland..... | 5, 049 00 | 2, 875 13 | 520 34 | 14, 374 01 | 11, 372 44 | 1, 796 73 | 1, 261 30 | 37, 248 95 | 27, 129 01 | 2, 778 02 | 1, 553 00 | 2, 943 86 | †37, 217 45 |
| Totals .... | 124, 082 00 | 44, 883 94 | 12, 300 34 | 415, 318 26 | 491, 420 61 | 15, 996 86 | 165, 150 82 | 1, 269, 152 83 | 695, 539 25 | 77, 090 60 | 63, 555 81 | 131, 782 99 | †1, 278, 827 01 |

* Population of the State June 1, 1870; 537, 468. † Including money for new school houses, and for libraries and apparatus.

# DELAWARE.

Information respecting the schools of this State has been sought from both official and reliable private sources. The honorable secretary of the State replies that "the State of Delaware is unable to supply reports asked for." There appears to be an absence of any school supervision. The following are—

## OPINIONS OF EDUCATORS IN THE STATE.

In a circular of May last, issued and signed by forty-two members of a State normal and polytechnic university, the following strong representation of the educational condition of Delaware is made:

"*What is the present condition of public education in the State of Delaware?*—The opinion generally prevails with those who have for many years been acquainted with the educational condition of the people throughout the State of Delaware, that there are many thousands of men, women, and children within her borders who can neither read nor even write their own name. This number good judges estimate at not less than one-third of the entire population, excluding Wilmington. From their unfortunate ranks it is not difficult to prove that in some instances school commissioners have been elected and postmasters appointed.

"The absence of the elements of a common school education is so general and ignorance so prevalent as to bring disadvantages upon every citizen of the State. When we consider the long train of evils that are always the inevitable results of such ignorance, we are not going too far to pronounce the body politic diseased to the heart. Nor have we any reasonable or possible prospect of recovering, unless it is by the voluntary endeavors and sacrifices of no inconsiderable number of our own citizens in some collective capacity.

"We have now in operation none of the most important of the public agencies universally employed for developing the moral and intellectual powers and resources of a people; no State superintendent, no county teacher's institute, no appropriation for the education and training of teachers, no school law adequate for keeping open a school in every district each year, with some school districts that occasionally, and others that frequently, go without a school for the entire year, and other interests of public education of the same tenor, save that the description may be far too moderately drawn.

"Still there are thousands of our citizens so exalted in moral worth and intelligence as to certainly know and realize *that the surest and most rapid advancement of a people is secured by making public and free education universal.* We have a noble people. We have mines of wealth in natural resources, in fruit raising, in agriculture, in manufactures, and in ship-building. The city of Wilmington is undoubtedly worth more than thirty millions of dollars in real and personal property. So that by contrast with all this material wealth we are *educationally* one of the poorest peoples of the United States. Public education in the State of Delaware is in a lamentable and disastrous condition."

A correspondent under date of October 21, 1870, writing of the school law of Delaware, says: "The result of our present system, or rather want of system, is a deplorable state of ignorance."

Recently a letter was received from a physician of Delaware, an estimable and reliable gentlemen, and one who takes a warm interest in the cause of education, containing the following:

"In Delaware it is left optional with the different municipalities to tax themselves for school purposes, according as they may see fit; consequently the free school system exists in only portions of the State, and in no section has it extended to the colored population. Some time ago they petitioned our legislature to tax them for education, and to have their own taxes applied to educate the colored children, but our democratic legislature denied them the privilege.

"Some time ago, during a visit to Milford, in Sussex County, Delaware, I visited all the public schools in the place, and found them in a wretched condition. In one of the public schools I noticed that during their exercises the class would form a segment of a circle, with a large earthen pot in front, into which the boys squirted their tobacco juice. While talking to the school on this dirty, dangerous practice, the teacher, with an air of heroism, told me that, as a punishment for this vice, he took care to make them clean their own spittoon! On the street I accosted a white man, apparently forty years of age, and among other questions I asked him if he could tell me the population of the town. He seemed puzzled, and on my asking him the *third time*, replied 'It's about a mile long.' Nothing short of a compulsory system of education can save this State."

## SCHOOL LAWS.

The peculiarity of the school laws prevailing in Delaware deserves especial notice. The present constitution of the State, framed in 1831, contains no provision for schools other than a brief reference in section 2 of Article VII, that some of the duties of the legislature are to provide "for establishing schools, and promoting arts and sciences."

The school law adopted in the revised code of 1852 has since been substantially retained. No State or county supervision is provided for. Educational matters are left to "the school voters in each district." These voters are the persons qualified to vote for State representatives. They shall hold a stated meeting every year on the first Saturday of April, at two o'clock in the afternoon. Any number of voters is a quorum, and their acts valid. They elect a clerk and two commissioners "to constitute a school committee," and resolve by a majority of votes what sum shall be raised for a school house or a free school. If a majority of voters be "*against a tax*" the sum so resolved may be raised by subscription. The school committee are sworn, hold office one year, with the following duties:

1. Determine site of school-house.
2. Keep the school-house in furniture, fuel, and repair.
3. Provide a school as long as the money lasts. "Employ no teacher whom they shall not have just grounds to believe to be well qualified to teach reading, writing, arithmetic, and English grammar." School free to all white children over five.
4. Receive, collect, and apply moneys.
5. To appoint collectors for the district.
6. "To do all acts requisite for effecting the premises."

The last section of the law directs the governor yearly to appoint a superintendent of free schools in each county, who "shall receive no emolument but postage and traveling charges." His duties are defined to be corresponding, advising and supplying "forms to collect information and to report to the general assembly the state of the districts, and such matters as he shall deem proper."

In 1855 the property of colored people was exempted by law from taxation for school purposes in the city of Wilmington. Colored people have petitioned the legislature to be taxed for and allowed free schools.

March 1, 1861, the following was passed:

"ACT for the benefit of free schools in the State of Delaware.

"SECTION 1. School committees in each school district must levy in April, in each district of New Castle County, $75; Kent, $50; Sussex, $30.

"SEC. 2. Majority of voters may vote a sum not to exceed $400, exclusive of the amount in section one.

"SEC. 3. Majority of voters may resolve to raise a sum not exceeding $500 for building or repairing school-house."

Notwithstanding the provisions of the law, it cannot be ascertained that any county superintendents of schools have been appointed.

The population of Delaware, June 1, 1870, was as follows: New Castle County, 63,523; Kent County, 29,823; Sussex County, 31,704—total, 125,050.

## WILMINGTON.

The following is extracted from the annual report for 1869, of the Hon. Willard Hall, president of the board of education:

"After repeated and unsuccessful struggles, continuing for half a century, by a portion of the community who desire public schools, an act was passed by the general assembly, February 9, 1852, 'for the benefit of public schools in Wilmington.' Three months after this the first public school was established, and the number has since gradually increased until the present capacity was attained of accommodating about 3,000 scholars.

"They commenced by employing male teachers, but, although successful in procuring teachers of superior ability, they learned by experience that female teachers were better, and they have, therefore, employed them exclusively for years, as principals and assistants, and both the government and instruction of the schools are reported better for the change."

The latest information received regarding the public schools of Wilmington is from Professor John C. Harkness, who, writing under date of October 24, 1870, gives the following statistics:

| | |
|---|---|
| "The Board of Trade Report gives the value of real and personal property | $40,000,000 |
| The value of taxable property for schools is | $120,000 |

| | |
|---|---|
| Population, (about) | 31,000 |
| Children between six and twenty-one years of age | 4,500 |
| Number of children enrolled in schools | 3,600 |
| Average attendance | 3,200 |
| Number of schools | 13 |
| Average yearly duration in weeks, five days per week | 40 |
| Pupils in private schools, (estimated) | 800 to 1,000 |
| Number of public school teachers, (females) | 65 |
| Salaries are from $300 per annum to | $1,000 |

### STATE NORMAL UNIVERSITY.

Located at Wilmington; organized November 19, 1866; incorporated January 23, 1867; John C. Harkness, A. M., president. Had an attendance in 1869 of 189 students, 49 being ladies and 140 gentlemen. Number of professors, 8, including the president. The number of students who attended the first year was 72; the second, 108; the third, 103. The gain in numbers of the year 1869 over 1868 it will be seen was 85.

There is a university course, a preparatory classical, a normal, and a business course. The following is a concise and clear statement of the principles upon which the methods of instruction pursued in the institution are founded:

"I. A science taught as a whole instead of limiting to one fragmentary text-book.

"II. All the intellectual faculties developed naturally, systematically, and logically.

"III. No education in a science without understanding its PRINCIPLES—facts illustrate.

"IV. A thorough knowledge and absolute mastery of the fundamental branches of a practical English education before entering upon other studies.

"V. Full explanation and illustration of all branches by apparatus, objects, blackboard, pictures, and all approved modern methods.

"VI. Instruction made entertaining; the study and recitation rooms attractive.

"VII. Thorough, solid, and practical instruction; liberal education and equal advantages for women.

"VIII. Fortitude and firmness of character cultivated, and principles of industry, integrity, virtue, and honor inculcated alike in both sexes.

"IX. Co-education of the sexes under the prayerful guidance, careful watchfulness, and firm discipline of instructors.

"X. The study and practice of teaching, which is both a science and an art, enables the student to comprehend and acquire all knowledge and skill to him attainable."

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## FLORIDA.

### ORGANIZATION OF SCHOOLS.

The existing school law was approved January 30, 1869. The law passed both houses by a large vote, and without an amendment being offered in either. On returning to his constituents nearly every member of the legislature became an advocate of the measure. Many of them, without distinction of party, are among its chief supporters. After it became a law no time was lost in putting it into operation. Before the members of the legislature had left for their homes steps were taken to initiate the work in every county. As soon as recommendations for boards of public instruction were received, as provided by law, the appointments were made. Many of the first appointees did not accept, and new selections had to be made. Where county superintendents had been appointed, and had qualified, organizations were speedily effected. In other cases temporary organizations were formed, and suitable persons were proposed to the governor for appointment to the superintendency. Then the boards organized. Boards of instruction have been appointed in all the counties but one. From this county no suggestions have been received on the subject. Organizations have been completed in twenty-six counties. Schools have been opened in an equal number. Eleven counties are wanting county superintendents, qualified and commissioned to act. Eight have not organized for want of these officers. The census returns have been received from twenty-six. The assessors in several have failed to take the census. There are over 250 schools in operation, having an attendance of over 7,500 pupils. Private schools have generally been merged in free schools. Their numbers have immediately increased. Some have doubled, others have quadrupled their attendance.

Fifteen counties have levied no tax. In nine of these, schools have been organized and sustained by private contributions, under the law.

Many obstacles had, of course, to be overcome, arising from ignorance and old prejudices; and though, as yet, much remains to be done, it cannot be denied that free schools are rapidly gaining favor with the people. Much of the progress is due to the zeal and discretion which county superintendents and members of the boards of public instruction have displayed in the exercise of their powers. The State superintendent remarks: "There is every reason to believe that the system will triumph, and, becoming a part of the permanent polity of the State, will endure to bless through party changes and successive administrations."

### THE SEMINARIES.

Of these there are at present two, viz: The East Florida Seminary and the West Florida Seminary. These institutions are in operation under the law which created them. The East Florida Seminary was removed to Gainesville in 1867. There were for the first term 100 pupils, including 6 State pupils. For the scholastic year 1867–'68 there were about 80 pupils, including 5 State pupils or beneficiaries. For 1868–'69 there were 75 pupils, including 5 beneficiaries. The present attendance is 90, with but one beneficiary. Forty of these are in the primary department, which is sustained by the county board of instruction. The teachers who have received their education at this seminary have all been very successful. From the report of the West Florida Seminary we glean the following:

"After a suspension of twelve months, (1868 '69,) and the appointment of a new board by the governor, this institution was reopened on the first Monday of October last with a corps of six teachers. After mature deliberation it was determined to abolish the system of charging for tuition, and make the school free. This has largely increased the attendance. The annual expenses have amounted to $7,000, ($5,500 for teachers' salaries, and $1,500 for repairs and incidental expenses.) During the scholastic year 1869–'70 the number of pupils was 148; 73 in the male department, and 75 in the female department. About one-third are in the academic department. The seminary is now in a more prosperous condition than it has been at any time since the war.

### SCHOOL AND SEMINARY LANDS.

During the past year there were sold: School lands, 3,290 acres, bringing $5,561 44; seminary lands, 270 acres, bringing $641 34. There are supposed to be about 600,000 acres of school and seminary lands remaining unsold, but the exact amount is not obtainable.

### AGRICULTURAL COLLEGE LANDS.

The scrip representing these lands cannot be located in this State, because the government lands lying in it are reserved for homestead entry, nor can the State, by the terms of the grant, locate the same within the limits of any other State, or any Territory of the United States, but its assignees may thus locate said land scrip.

### AID RECEIVED FROM THE UNITED STATES GOVERNMENT.

Assistance received through the agency of the Freedmen's Bureau was as follows: Rent was paid during the month of December for buildings, at the rate of $10 each, in the several counties, as follows: Alachua, 16; Clay, 9; Columbia, 7; Duval, 9; Franklin, 4; Gadsden, 15; Nassau, 5; Orange, 8; Walton, 2; making a total of 75. This sum, although nominally appropriated for rent, is devoted to the payment of teachers' salaries.

Twenty school buildings, accommodating about 2,500 pupils, have been constructed by the general government during the years 1868–'69, at an outlay of $52,600.

### THE PEABODY FUND.

The following generous offers have been made by Dr. Sears, general agent of the fund: St. Augustine, $1,000; Jacksonville, $1,000; Monticello, $700; Appalachicola, $500; Lake City, $650; Barton, $300; Tallahassee, $1,000; Quincy, $600; Madison, $500; Marianna, $400; making a total of $6,650. Most of these places have complied with the terms proposed, opened the schools, and received their proportion of the munificence. Several others have made application for assistance. A pledge of 9,300 volumes has also been made from the fund.

### GENERAL EDUCATIONAL STATISTICS.

The returns have been received from twenty-eight counties. Some of them appear to be incomplete.

| | |
|---|---|
| Number in twenty-five counties between four and twenty-one years | 38,400 |
| Number in three counties irregularly reported | 3,500 |
| Total in twenty-eight counties | 41,900 |

Total number of schools reported in operation before the 1st December, 1869, 175 total number in operation January 1, 1870, over 250; total number of pupils in attendance, 7,575.

Returns from seven counties, giving the most complete and accurate reports, show that in a registration of 2,543 pupils, there are fatherless 530, or more than 1 in 50 of the whole; motherless 176, or more than 1 in 15 of the whole; orphans 88, or more than 1 in 29 of the whole. The schools have an average of 29 pupils each.

Common school fund:

| | |
|---|---|
| Principal | $216,335 80 |
| Increase from sales sixteenth sections land | 5,561 44 |
| Increase from fines collected | 1,447 05 |
| Increase from public lands forfeited | 251 01 |
| Total | $223,595 30 |

| | |
|---|---|
| Interest on common school fund in treasurer's hands | $14,145 13 |
| Interest due and collectable, about | 24,000 00 |
| Interest liable to disbursement to common schools | $38,145 13 |

Expenditures:

| | |
|---|---|
| On account of schools for freedmen taught in 1868 | $5,486 85 |
| Incidentals, traveling expenses, &c | 302 16 |
| Total | $5,789 01 |

Seminary fund:

| | |
|---|---|
| Principal | $73,292 45 |
| Increase from sales of seminary lands | 641 34 |
| Total | $73,933 79 |

| | | |
|---|---|---|
| Annual interest, equally divided between the two seminaries, about | | $6,000 00 |
| Expenditures in favor of East Florida Seminary | | 2,800 00 |
| Expenditures in favor of West Florida Seminary | | 5,073 72 |
| Interest due and collectable | | 10,513 40 |
| Interest due and payable to East Florida Seminary | $10,460 90 | |
| Interest due and payable to West Florida Seminary | 52 50 | |
| | | 10,513 40 |
| Appropriated by legislature to common schools | | $50,000 00 |

*Table of counties, county superintendents, and general statistics of Florida, May, 1870.*

*Hon. C. THURSTON CHASE, *superintendent public instruction, Jacksonville.*

| COUNTY SUPERINTENDENTS. | | | | CHILDREN. | | | | |
|---|---|---|---|---|---|---|---|---|
| County. | Name. | Post office. | Schools. | Between 4 and 21. | Registered. | Attending school. | Teachers. | Expenditure. |
| Alachua | S. F. Halliday | Gainesville | 22 | 2,100 | 1,216 | ..... | 23 | $3,850 |
| Baker | ..... | Olustee | ..... | 471 | ..... | ..... | ..... | ..... |
| Bradford | J. R. Richard | Lake Butler | 14 | 1,400 | ..... | ..... | ..... | ..... |
| Brevard | ..... | St. Lucie | ..... | ..... | ..... | ..... | ..... | ..... |
| Calhoun | ..... | Abe's Springs | ..... | ..... | ..... | ..... | ..... | ..... |
| Clay | O. Budington | Middleburg | 10 | 508 | ..... | 266 | 10 | ..... |
| Columbia | P. A. Holt | Lake City | 9 | 1,474 | 524 | 460 | 9 | ..... |
| Dade | W. H. Benest | Miami | ..... | 27 | ..... | ..... | ..... | ..... |
| Duval | W. L. Coan | Jacksonville | 22 | 2,418 | ..... | 742 | 22 | ..... |
| Escambia | A. J. Pickard | Pensacola | 6 | 2,107 | ..... | 224 | 6 | ..... |
| Franklin | F. M. Bryan | Appalachicola | 5 | ..... | ..... | 106 | 5 | ..... |
| Gadsden | W. H. Crane | Quincy | 16 | 3,475 | 641 | 500 | 17 | 2,000 |
| Hamilton | ..... | Jasper | 5 | 1,373 | ..... | ..... | ..... | ..... |
| Hernando | ..... | Brooksville | ..... | ..... | ..... | ..... | ..... | ..... |
| Hillsboro | ..... | Tampa | ..... | 895 | ..... | ..... | ..... | ..... |
| Holmes | ..... | Cerro Gordo | ..... | ..... | ..... | ..... | ..... | ..... |
| Jackson | T. West | Marianna | ..... | ..... | ..... | ..... | ..... | ..... |
| Jefferson | R. Meacham | Monticello | 10 | 2,640 | ..... | 290 | 10 | ..... |
| Lafayette | Henry R. Holmes | McIntosh | ..... | ..... | ..... | ..... | ..... | ..... |
| Leon | C. H. Pearce | Tallahassee | 15 | 177 | ..... | 689 | 18 | 8,000 |
| Levy | George S. Leavitt | Levyville | 12 | 650 | ..... | 400 | 14 | ..... |
| Liberty | ..... | Bristol | ..... | 424 | ..... | ..... | ..... | ..... |
| Madison | Dennis Eagan | Madison | 6 | 5,000 | 350 | 300 | 6 | 8,600 |
| Marion | H. E. Russell | Ocala | ..... | 2,197 | ..... | ..... | ..... | ..... |
| Manatee | John F. Bartholf | Manatee | 2 | 328 | ..... | 41 | 2 | 250 |
| Monroe | ..... | Key West | ..... | ..... | ..... | ..... | ..... | ..... |
| Nassau | J. C. Emerson | Fernandina | 7 | 916 | 400 | 300 | 7 | 2,800 |
| Orange | W. A. Lovell | Orlando | ..... | 385 | ..... | ..... | ..... | ..... |
| Polk | ..... | ..... | ..... | 755 | ..... | ..... | ..... | ..... |
| Putnam | W. C. Snow | Pilatka | ..... | 1,048 | ..... | ..... | ..... | ..... |
| Santa Rosa | ..... | Milton | ..... | ..... | ..... | ..... | ..... | ..... |
| St. Johns | O. Bronson | St. Augustine | 4 | 910 | 229 | 204 | 3 | ..... |
| Sumter | ..... | Sumterville | ..... | ..... | ..... | ..... | ..... | ..... |
| Suwannee | J. J. Taylor | Houston | 2 | 878 | ..... | 60 | 2 | ..... |
| Taylor | James H. Wentworth | ..... | 8 | 540 | ..... | 230 | 8 | ..... |
| Volusia | Wm. F. Buckner | Enterprise | 1 | 421 | ..... | 29 | 1 | ..... |
| Wakulla | D. W. Core | Shell Point | 5 | 788 | ..... | 125 | 5 | 1,000 |
| Walton | ..... | Uchee Anna | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington | J. L. Russ | Vernon | ..... | ..... | ..... | ..... | ..... | ..... |

N. B.—Where blanks occur no organization exists, or no information has been received.
* Recently deceased.

# GEORGIA.

## PEABODY FUND (DR. SEARS) REPORT.

The city of Savannah has received the past year $1,500, which is reduced the present year to $1,000; Columbus received this year $1,500 instead of $2,000 last; the city of Atlanta, after much effort, was induced to appropriate $50,000 for free schools, receiving aid from the fund of $2,000. There is a good normal school in the city for colored teachers, the building of which cost over $20,000. The fund made provision for 10 pupils, allowing $50 to each. The usual amount of aid has been offered Tunnel Hill, but the conditions are not complied with. The city of Augusta is offered $1,000, upon condition of the schools being properly graded and placed under a superintendent; terms not yet complied with. Four thousand dollars a year are allowed by the fund for the education of colored people in the State. From the report of the superintendent of public schools of Savannah, it appears that in October, 1868, four primary, three intermediate, two grammar, and two high schools were in operation there; a provision

quite insufficient for the number of children. Another grammar school has since been added.

At a special meeting of the State Teachers' Association, held November 17, 1869, for the purpose of recommending changes in the law, the report of a committee appointed at the previous annual meeting was adopted. The following is an abstract of the report, many suggestions of which will probably be incorporated in the law of the reconstructed State.

The advantages of the free-school system are strongly set forth, and also some of the difficulties the people of Georgia have to contend with in the education of the youth:

1. Poverty. "According to the report of the comptroller general, there were in Georgia in 1860, slaves to the number of 458,540. These slaves, at an average of $500 each, were worth $229,270,000. Large as is this sum, we doubt whether it is more than one-half the aggregate of the entire losses of the State." They are now citizens, and themselves needing education, and the most vital interests of the State demand that they shall be educated.

2. The impossibility of educating white and colored children in the same schools, consequent upon "an invincible repugnance in the minds of both," entailing a double expense for separate schools.

3. Sparseness of population, which they propose to remedy by migratory schools.

4. Alleged injustice in educational tax.

### PLAN PROPOSED.

A State commissioner and board of education to be appointed. The commissioner to be chairman of the board, who should be his legal advisers. The commissioner to superintend the educational interests of the State, collect information, make report to the general assembly, receive a salary, and have an office at the seat of government. The governor and comptroller general to be ex-officio members of the board. Other members chosen from the general assembly. Also a county board of seven, to be chosen by the people; said board to appoint a county commissioner to superintend the educational affairs in the county. Commissioners to act as examiners, meet twice a year, examine teachers, grant licenses, &c. In thinly settled districts, two or more school-houses within the district, schools migrating from one to another. People of the district to provide school-houses. Trustees chosen by vote of people. Separate schools for white and colored in all cases. Colored people, if they prefer, to have their own county officers and trustees. Normal schools as soon as possible, two for white pupils, one for male and one for female, and one for colored pupils. School revenue to be obtained from poll-tax, taxes upon property, and voluntary taxation. Taxes from colored people to be set apart for colored schools, with an equal amount from general fund.

The following statement of the history of education in Georgia, by Hon. Martin V. Calvin, Augusta, Georgia, is added:

"Our first constitution was adopted in 1777—a few months after the Declaration of Independence. The fifty-fourth section thereof declares, 'schools shall be erected in each county, and supported at the expense of the State.' On the 31st of July, 1783, the legislature appropriated 1,000 acres of land to each county for the support of free schools. In 1784 the general assembly appropriated 40,000 acres of land for the endowment of a college or university. The university was chartered in 1785. The preamble to the charter was as follows, and, in the language of Dr. Church, would do honor to any legislature, and will stand a monument to the wisdom and patriotism of those who framed it, and those who adopted it:

"'As it is the distinguished happiness of free governments that civil order should be the result of choice, and not necessity, and the common wishes of the people become the laws of the land, their public prosperity and even existence very much depend upon suitably forming the minds and morals of their citizens. When the minds of the people in general are viciously disposed and unprincipled, and their conduct disorderly, a free government will be attended with greater convulsions and evils more horrid than the wild uncultivated state of nature. It can only be happy where the public principles and opinions are properly directed and their manners regulated. This is an influence beyond the stretch of laws and punishments, and can be claimed only by religion and education. It should, therefore, be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction they may be molded to the love of virtue and good order. Sending them abroad to other countries for education will not answer the purpose, is too humiliating an acknowledgment of the ignorance or inferiority of our own, and will always be the cause of so great foreign attachments that, upon principles of policy, it is inadmissible.'

"An act appropriating 1,000 acres for the endowment of each of the county academies was passed in 1792.

"Two hundred and fifty thousand dollars ($250,000) were appropriated in 1817 for the support of 'poor schools.'

"Dr. Church, in a lecture before the Georgia Historical Society, in 1845, gave utterance to a truth which is all the more obvious by lapse of years, when he said:

"'Had we carried out the views of her early patriots and the framers of our first constitution, Georgia would now have a system of education equal, if not superior, to that of any State in the Union.'

"Nearly a quarter of a century has elapsed since these words were spoken, and yet nothing of a really positive character has been done to attain the mark of our high calling, the demands of the people, through conventions, to the contrary notwithstanding."

The latest communication to this office, from a leading educator in Georgia, gives an encouraging account of the prospect that an excellent school law will soon go into operation in that State, which has just passed the legislature. At present Savannah and Columbus are the only cities in the State that have school systems worthy of the name. Augusta, Atlanta, and Macon, however, are fast coming forward in the adoption of better systems than have heretofore existed. The public schools have been operated throughout the State under what is commonly known as the "poor school law," administered by the board of education in each county, composed of the ordinary—an officer peculiar to this State—and a commissioner, appointed by the judge of the supreme court. Under this system teachers receive seven cents per day for each pupil in actual attendance; paid *once* per annum, at the end of the year. Salaried teachers are the exceptions.

Colonel J. R. Lewis, State school commissioner, Atlanta, Georgia.

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## ILLINOIS.

The following information is taken from the seventh biennial report of the superintendent of public instruction, Hon. Newton Bateman, embracing the years 1867–'68:

| | 1867. | 1868. |
|---|---|---|
| Number of white persons in the State between the ages of six and twenty-one years | 781,944 | 826,820 |
| Number of colored persons between six and twenty-one | 5,472 | 6,210 |
| Number of public school-houses in the State | 9,910 | 10,381 |
| Number of private schools in the State | 546 | 584 |
| Number of free schools in the State | 10,159 | 10,705 |
| Number of scholars attending | 684,073 | 706,780 |
| Number of male scholars attending | 352,609 | 367,450 |
| Number of female scholars attending | 331,464 | 339,330 |
| Average daily attendance | 246,864 | 269,766 |
| Number of teachers employed | 18,001 | 19,037 |
| Number of male teachers employed | 7,402 | 8,240 |
| Number of female teachers employed | 10,599 | 10,774 |
| Average monthly compensation paid male teachers | $35 60 | $42 40 |
| Average monthly compensation paid female teachers | 26 40 | 32 80 |
| Average number of months schools have been kept | 7.2 | 7.3 |
| Number of volumes in district libraries | 58,518 | 52,251 |
| Total amount expended for common schools | $5,571,703 | $6,430,881 |
| Total amount received for common schools | 5,707,810 | 6,896,879 |
| Total common school fund of the State, Sept. 30, 1868 | | 6,348,538 32 |
| Number of counties in which teachers' institutes have been held | 67 | 71 |
| Number of counties in which no teachers' institutes have been held | 35 | 31 |
| Number of teachers attending institutes | 5,129 | 6,120 |
| Amount appropriated for teachers' institutes | $2,175 | $1,814 |
| Number of schools visited during the year by county superintendents | 8,245 | 8,733 |
| Number of schools not visited during the year by county superintendents | 1,552 | 1,364 |
| Average annual compensation of county superintendents | $872 | $929 |

### COMMON SCHOOL REVENUES.

The aggregate of common school revenues, received in each of the last four years, is as follows:

| | |
|---|---|
| In 1865 | $3,316,739 |
| In 1866 | 4,445,130 |
| | $7,761,869 |

| | |
|---|---|
| In 1867 | $5,707,810 |
| In 1868 | 6,896,879 |
| | $12,604,689 |

From the above it will be seen that the common school revenue of 1867 exceeded that of 1866 by an amount equal to more than 28 per cent.; the revenue of 1868 exceeded that of 1867 by over 20 per cent., while the revenue of 1868 exceeded that of 1866 by $2,451,749, being over 50 per cent. increase in two years; and the total revenue of 1867–'68, the two years embraced in the present report, exceeds the total of 1865–'66 by $4,842,820, or more than 62 per cent.

In 1867 there was raised by local district taxation, for common school purposes, the sum of $3,533,133; and, in 1868, the sum so raised was $4,250,679, amounting, for the two years embraced in the present report, to $7,783,812. The whole amount raised by district taxes, during the preceding two years, was $4,748,105, showing an increase for the two years of nearly 64 per centum. The whole amount raised by district taxes, in the ten years ending September 30, 1866, was $13,000,166, from which it will be seen that the amount so raised in the last two years was more than half (nearly 60 per cent.) of the whole sum raised during the preceding ten years. The amount raised by local taxes, in each of the years covered by this report, was five times more than the amount of State tax funds distributed in those years respectively, and nearly double the whole amount of all other school revenues received in the same time. Seven millions seven hundred and eighty-three thousand eight hundred and twelve dollars is a vast sum of money to be raised in two years for common schools, the greater portion of it raised by taxes self-imposed. It is believed that the figures in this report, on this subject, are without a parallel in the whole history of free schools on this continent.

## SCHOOL STATISTICS.

At no other point in the manipulation of school statistics are mistakes so likely to occur as in the calculation of averages; and yet, upon these we must chiefly rely for our knowledge of the general condition and progress of the school system of a State. In order to lessen the chances of mistakes as much as possible, the district, township, and county officers during the years 1867–'68 were required to report no averages at all, but simply to send the original data to the superintendent. All the averages, then, contained in the report for these years have been calculated in the office of the superintendent.

The whole number of public schools in the State in 1868 was 10,705, being in the proportion of one school to 77 of the white children, between six and twenty-one years of age. The grand total number of days school was taught in 1868 was reported to be 1,783,856, or an average of seven and three-tenths months.

As an assistance in the comprehension of the enormous magnitude of the common school work of the State, it is estimated that the aggregate service of all the teachers in the State for the year 1868 was equal to the service of one teacher for 5,243 years, counting every day in the year; or, in other words, in order to have taught as many days as were taught by the public school teachers of Illinois, in 1868, a single teacher would have been obliged to open his school 1,460 years before the creation of the world, according to the received Bible chronology, and to have taught continuously to the present time.

## ATTENDANCE.

The number of white children in the State between six and twenty-one years of age in 1868, being 826,820, and the number attending that year 706,780, it appears that 120,040 children, or nearly 17 per cent. of the whole number, failed to improve the advantages of education. A large deduction should, however, be made, from the fact that the area of legal eligibility to the public schools is very large, covering the whole period from six to twenty-one, while the period of actual and general attendance does not extend much beyond the age of sixteen years. But even after making the necessary deductions upon this ground, the evil of non-attendance is most lamentable. The average number of pupils to a school in 1867 was $24\frac{3}{10}$; in 1868 it was $25\frac{2}{10}$.

## DISTRICTS.

The whole number of school districts for the year 1867 was 10,620, and for the year 1868 was 10,590. The number which complied with the condition of the law necessary to a receipt of school funds, viz., a maintenance of a free school for six months in each year, was, in 1867, 9,624, or 90 per cent. of the whole number; in 1868 it was 10,117, or more than 95 per cent. of the whole number of districts.

Of the whole number of districts in 1867, only about 41 per cent. are reported as

having kept the records of the district in a punctual, orderly, and reliable manner, as provided for by law. In 1868 the per cent. of districts reported as having complied with this provision had increased to about 45. In its relation to the accuracy of statistical returns, and to the general business of the district, this remissness is deplorable, and the adoption of the township system is believed to be the only effectual remedy for the evil.

The financial condition of the local districts, as a whole, is favorable. In 1868, 3,948 districts are reported as being in debt, while 5,400 had balances in their treasuries. A large portion of the indebtedness is for new school-houses, grounds, and furniture, &c.

### PRIVATE SCHOOLS.

The number of private schools has decreased rapidly during the last four years, until 1868, when there is an *apparent* increase of 38 over the last year. This is only apparent, not actual, and is due to an imperfect enumeration in the city of Chicago. The large number of private schools in that city is partly caused by the inadequate accommodations afforded by the public schools. So extraordinary is the growth of the city, that although several large new school buildings are added every year, the increase in the number of seats does not keep pace with the increase in the population. Of the whole number of private schools in the State over 23 per cent. are in the city of Chicago. Exclusive of that city, only 2½ per cent. of the pupils in the State belong to private schools. Tried, therefore, by the test of the relative number and condition of private schools, the progress and popularity of our system of public education must be regarded as eminently satisfactory.

### GRADED SCHOOLS.

The returns show but 565 graded schools in 1867, and 634 in 1868, or about 5 per cent. of the whole number in 1867, and 6 per cent. in 1868. This small proportion of graded schools furnishes an impressive practical argument in favor of the abolition of the independent local district system. But while the adoption of the township system would remove all organic obstacles to the general prevalence of graded schools, it would not remove the misapprehension, prejudice, and indifference which so largely obtain in respect to the improved kinds of schools and methods of instruction. To accomplish this, other agencies must be used.

### COLORED SCHOOLS.

The number of colored children in the State is estimated to be about 7,000, or a little less than one-twentieth that of the white. For the education of these children the general school law makes virtually no provision. By the discriminating terms employed throughout the statute, it is plainly the intention to exclude them from a joint participation in the benefits of the free-school system. Except as referred to by the terms which imply exclusion, they are wholly ignored in all the common-school legislation of the State. The purport of that one section (the eightieth) is that the amount of all school taxes collected from persons of color shall be paid back to them; it does not say what use shall be made of the money so refunded, although the intention (if there was any) may be presumed to be that it should be used for separate schools for colored children. But if that was the object it has not been attained, except in a few instances, for two reasons: first, the school taxes paid by persons of color are not generally returned to them; and second, even when they are refunded there are not colored children enough, except in a few places, to form separate schools. In some of the cities and larger towns, where the schools are under special acts and municipal ordinances, the education of colored children is provided for in a manner worthy a just and Christian people; and in many other instances the efforts of the colored people to provide schools for their children are heartily seconded. But the larger portion of the aggregate number of colored people, being dispersed throughout the State in small groups of one, two, and three families, insufficient to maintain separate schools, are without the means of education for their children. They are trying by conventions, petitions, and appeals to reach the ears and hearts of the representatives of the people to see if anything can be done for them. The State Teachers' Association have adopted a resolution to the effect, "that the distinctive word 'white' in the school law, and the eightieth section of the same, are contrary to the true intent of the principle on which the school system is based, and should be repealed."

In 1867, 756 school-houses were erected, at an aggregate cost of $1,139,628. The number built in 1868 was 653, the total cost of which was $1,236,890.

In summing up the points considered in this general survey of the school statistics the superintendent says:

"We find a large increase in the number of school-going children; in the number of graded schools; in the whole number of school-houses, and the number and character of the new ones built; in the average duration of the schools; in the whole number of

free schools; in the number of scholars; in the grand total of attendance and in the average attendance; in the whole number of teachers of each sex; in the amount of school revenues received from all sources, especially from district taxes; in the average excellence and cost of new school buildings; in the average wages paid teachers, both male and female; and in the amounts paid respectively for sites and grounds, repairs and improvements, furniture, apparatus and libraries."

Educational conventions of remarkable interest have been held since the last biennial report, the outgrowth of which has been the permanent organization of co-operative educational associations.

### THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS,

which holds one session annually, of from two to three days, met in 1867 at Bloomington. The superintendents of forty-two counties were present, and the meeting was very earnest and spirited. The meeting of the association for 1868 was held in the city of Aurora, Kane County, and had an attendence of forty-three county superintendents. This association has now become a permanent educational force in the State, one that could not be dispensed with without serious detriment to the interests of the common schools.

### COUNTY TEACHERS' INSTITUTE.

In the two years included in this report, 290 institutes have been held in seventy-nine different counties, leaving but twenty-three counties in which no institute was held either in 1867 or 1868. This number greatly exceeds that of any other biennial period. It is earnestly recommended that the law be so amended that no deduction in teachers' salaries shall occur for time spent at institutes.

### THE STATE TEACHERS' INSTITUTE.

Another auxiliary educational force of great promise has been recently organized under the above name. The first meeting was held August 1, 1864. The second was held August 5, 1867, and continued four weeks; a year after a third session was held, which continued two weeks. The second meeting had an attendance of 100, among whom were some of the best teachers in the State. A vote was passed inviting the teachers to write out a synopsis of the lessons they gave, for publication, with the catalogue, which was done, and 500 copies were printed at the expense of the institute. The book contained 194 pages and was sold for $1 per copy. Members of the institute and many other teachers were so eager to obtain copies that the whole edition was exhausted in less than six months. At the second meeting of the institute 248 names of members were enrolled. The object of the institute is to strengthen and encourage teachers, arouse enthusiasm in their work, and to present to them new thoughts on teaching, objects which have been fully justified by results.

### THE SOUTHERN ILLINOIS TEACHERS' ASSOCIATION

is another recently organized educational force, intended to meet the wants of the southern portion of the State. Among other questions discussed at the meetings of this institute was the need of a State normal school for Southern Illinois.

### COUNTY NORMAL SCHOOLS

have been established within the past two years in three counties of the State, for the purpose of securing, with the least possible delay, better qualified teachers for the common district schools of the respective counties which may adopt the plan, which will be in effect a perpetual local institution of the highest order, which teachers can attend a few months in the year, or when their schools are not in session, and more thoroughly prepare themselves for their work. The full course of study is not to exceed two years, of three terms each, while shorter and special courses are to be provided for those who want them. The plan proposes that county normal schools should become, to a certain extent, preparatory schools for the State normal university, sustaining the same relation to that institution that a high school sustains to the college or university. The uplifting and vitalizing power of a good local or county normal school, within reach of all the teachers of every portion of the State, would be immense and immediate.

### THE STATE TEACHERS' ASSOCIATION.

This body, organized at Bloomington, December, 1853, has convened annually ever since, bringing together earnest workers in the educational ranks, to compare views, and consider the new problems coming up every year for investigation. The meetings

at Galesburg in 1867, and at Peoria in 1868, were enthusiastic assemblages of men and women, anxious to do the most judicious things, in the best way, and adding, by their concurrence and approval, the highest practical weight to the suggestions elsewhere made in this report.

### THE ILLINOIS TEACHER,

the leading common-school advocate and general educational periodical of the State, has been from the first a distinct and positive power in the discussion and determination of questions and problems affecting the interests of public education. It remains under the editorial charge of the accomplished teachers and able writers who have so successfully conducted it the past two years, Professor William M. Baker, of the Illinois Industrial University, Professor J. V. N. Standish, of Lombard University, and Mr. Samuel H. White, principal of the Peoria County Normal School.

### STATE CERTIFICATES

are granted to teachers of approved character, scholarship, and successful experience, in virtue of the authority conferred by the fiftieth section of the school law, as amended February 16, 1865. The clause which confers such authority is as follows:

"The State superintendent of public instruction is hereby authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But State certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms and by such examiners as the State superintendent and the principal of the Normal University may prescribe. The fee for a State certificate shall be $5. Said certificate may be revoked by the State superintendent upon proof of immoral or unprofessional conduct."

Applicants for a State teacher's diploma are required to furnish satisfactory evidence, 1, of good moral character; 2, of having taught with decided success at least three years, one of which shall have been in the State; 3, to pass a very thorough examination in orthography, penmanship, reading, mental and written arithmetic, English grammar, modern geography, history of the United States, algebra, elements of plane geometry, and theory and art of education; 4, to pass a satisfactory examination in the elementary principles of anatomy and physiology, botany, zoology and chemistry; 5, to pass a satisfactory examination in the school laws of Illinois, especially as relating to the duties and legal rights of teachers.

The whole number of State certificates issued since the passage of the act authorizing them, so far as known, is, to ladies, 30; to gentlemen, 95; total 125.

### THE ILLINOIS STATE NORMAL UNIVERSITY.

Hon. Richard Edwards, president of the State Normal School, reports: "The act establishing this institution was passed February 18, 1857, after an agitation of six years, in which the public mind had been gradually preparing for the accomplishment of the fact. The number of students during the first year was 98, viz, 41 gentlemen, and 57 ladies. The first graduating class, 1860, consisted of 10, viz, 6 young men, and 4 young ladies. Upon the breaking out of the rebellion, many of the normal students entered the army, with five members of the faculty, and the principal as colonel of the regiment. This regiment, the Thirty-third, was known as the Normal regiment. During this period the exercises of the institution were carried on, though under many discouragements. The second class graduated in 1861; the third class in 1862, consisting of 3 young men and 5 young ladies; the fourth, in 1863, consisted of 3 gentlemen and 4 ladies. In 1864 the legislature, by an appropriation of $31,214 91, paid the indebtedness of the institution, which had been a serious drawback upon the prosperity of the school. In 1865 a circular was issued by the president of the university to gentlemen of intelligence and influence in various parts of the State, making inquiries in regard to the influence of the institution, the success of its pupils as instructors, and the general estimate in which it was held by the people. Thirty-eight letters were received in response, all of which, with remarkable unanimity and emphasis, affirmed the superior ability, skill, and enthusiasm and success of the graduates of the Normal University. The legislature of 1867 appropriated $6,000 toward the repairing of apparatus and enlargement of museum and ornamentation of grounds."

During the years 1867–'68, there were 1,043 students connected with the institution; 413 in the normal, and 630 in the model department. The total number of pupils in the normal department since the beginning of the school is 1,700. Among other evidences of the appreciation in which the work of the institution is held by the people, it is stated that the normal graduates obtain nearly double the compensation which is paid to unprofessional teachers. Even in cases where the course of normal training had not been completed by teachers who could only attend a limited time, the result of their brief training was an increase in their salaries of 40 per cent. in the case of ladies, and

47 per cent. in the case of gentlemen. The greater gain in the salary of the gentlemen is explained by the fact that the gentlemen remain in the institution, on an average, four and three-quarter terms, while the young ladies only remain four and one-quarter terms.

But the influence of the institution, as a teaching force, is by no means limited to the normal department. Many teachers go forth from the model school. Twenty-five per cent. of the teachers of the high school, and thirty-three and a third per cent. of those in the grammar school, engage in teaching.

### THE ILLINOIS INDUSTRIAL UNIVERSITY,

located at Champaign, Champaign County, was founded in 1867, John M. Gregory, LL. D., regent. The leading object is to teach such branches of learning as are related to agriculture and the mechanic arts, not excluding other scientific and classical studies, and military tactics. It is organized under the act of Congress of July 2, 1862, providing that the interest of the fund derived from the land grant shall be inviolably appropriated "to the endowment, support, and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The university embraces departments of natural history, of agriculture, of chemistry, of pure mathematics, of natural and mechanical philosophy, of civil engineering, of English language and literature, French language and literature, German language and literature, Latin language and literature, Greek language and literature, history and social science, commercial department, department of mining and metallurgy, of military tactics, and of mental and moral science. Liberty of choice is allowed the student in selecting the course which he will pursue. All who are physically competent are required to labor from one to three hours each day. Tuition, to natives of the State, is $15 per annum; to foreign students, $20. Total annual expenses from $163 to $195. Any young man can pay his way who is willing to practice the virtues of industry and economy.

### THE ILLINOIS SOLDIERS' COLLEGE,

located at Fulton, Whiteside County, Leander H. Potter, A. M., president, was chartered in 1867, and is for the free education of soldiers and soldiers' children of the State. There are preparatory, commercial, normal, scientific, and classical departments. The course of study comprises four years. The number of pupils now pursuing a full course is 111; in preparatory department, 139. Annual State appropriation, $25,000. Number of professors and instructors, 6.

### ILLINOIS SOLDIERS' ORPHANS' HOME.

Incorporated 1865 by act of legislature, but no appropriation made until 1867, when the "deserters' fund" was donated to it. Fifty children were received in August, 1867; and in February, 1868, 90 had been received. Many are refused for want of room. The permanent building is fast approaching completion.

### THE STATE REFORM SCHOOL.

An act establishing this school was passed March 5, 1867. The site for it is not yet chosen.

### ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND,

located at Jacksonville, Morgan County, Joshua Rhoads, M. D., superintendent, was founded January 13, 1849, when the legislature made appropriations and authorized the purchase of not less than ten nor more than forty acres of ground, in or near Jacksonville. Instruction to be given at the expense of the State, to all citizens of the State who are blind and of suitable age. The whole number admitted since the organization of the institution is 331; of these 260 have left, having completed their course.

### ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,

located at Jacksonville, Morgan County, was founded February 23, 1839. The first appropriations were small, and were chiefly expended on buildings and grounds. The school did not open until the year 1846, and then only with four pupils. It now stands second in point of numbers to any in this country, and third to any in the world.

It may seem an easy matter to build up a large school in a State containing about 1,700 mutes, more than one-fourth of whom are of the proper age to attend school, and

where board and tuition are furnished free; yet such is not the case. Out of 450 who ought to be at school, only 273 are connected with the institution, and of these only 232 are in actual attendance. The causes of this are various, but the principal one is the reluctance of parents to intrust their afflicted children to the care of strangers, and a lack of knowledge even of the existence of the institution in many cases.

Pupils from other States are admitted to the same privileges as those from Illinois, on payment of $100 per annum. Since the opening of the institution twenty-five years ago, about 700 mutes have enjoyed its blessings. Two hundred thousand dollars have been expended in buildings. The whole amount appropriated from time to time to sustain the school is nearly $500,000. The current expenses of the past year have been $45,000.

### ILLINOIS INSTITUTION FOR IDIOTS AND FEEBLE-MINDED CHILDREN.

located at Jacksonville, Morgan County, C. T. Wilbur, M. D., superintendent, was founded February 16, 1865; opened on the first of September of the same year. Up to the present time 200 applications from this State and 20 from other States have been received, of which number probably 125 are suitable cases for the system of instruction pursued. Though the institution has been in operation but a short time, the results have been such as to greatly exceed the expectations of those particularly interested in its projection, and of the parents and friends of the pupils conected with it. The great majority of pupils have been public beneficiaries, though parents and guardians are expected, if able, to pay such reasonable sum for the education and support of children as the superintendent shall stipulate. Applications should be made to Dr. C. T. Wilbur, superintendent, who has furnished the foregoing facts.

### ILLINOIS STATE HOSPITAL FOR THE INSANE,

located at Jacksonville, Morgan County, Andrew McFarland, M. D., superintendent, was founded March 1, 1847. The number of patients is at present limited to about 412, on account of inadequate revenue, though the capacity of the institution is for 450 patients. Patients are strictly limited to the State of Illinois, and are admitted only through process had before the county and circuit courts. The government of the institution is vested in a board of six trustees, appointed by the governor of the State. The number of attendants upon patients, and others engaged in the service of the institution, is about 70. Entire cost of the institution, including lands, buildings, furniture, &c., has been about $600,000. The annual expenses are about $110,000, three-fourths of which is paid by the State; the remainder is derived from the board of pay patients. The number of patients in the institution, at the date of present report, is 406.

### PRIVATE INSTITUTIONS.

For the purpose of making a more complete presentation of the educational condition of the State, the superintendent of public instruction, early in the year 1868, addressed circular letters to presidents and officers of all private institutions of learning in the State of which he could obtain information, requesting their aid and co-operation in the work of preparing an exhibit of what the State is doing through those channels. In response to these circulars he received information, more or less full, respecting twenty colleges or universities, twelve female colleges, nineteen academies and seminaries, nine theological seminaries, and twelve miscellaneous institutions, consisting of medical colleges and infirmaries, libraries, and literary associations, &c. The collection, preparation, classification, and arrangement of the historical and general sketches of these institutions, presented in the report, though still incomplete from lack of material furnished, have, the superintendent states, cost much time and labor in their preparation, and furnish the greatest amount of information upon the subject ever brought together. It is to be regretted that time and space will not permit a more extended notice of these various institutions, but some idea of their magnitude and scope may be formed from the following "grand statistical summary," taken from the report under consideration:

### GRAND STATISTICAL SUMMARY.

| | |
|---|---|
| Whole number of pupils pursuing full collegiate courses | 2,441 |
| Whole number of pupils pursuing partial courses | 1,618 |
| Whole number of pupils in preparatory departments | 3,299 |
| Whole number of pupils graduating during the year 1868 | 384 |
| Whole number of graduates since the organization of the institutions | 3,427 |
| Whole number of professors and instructors | 377 |
| Total value of college buildings, furniture, and grounds | $2,758,395 |
| Total amount of endowments, exclusive of buildings, &c | $2,335,571 |

| | |
|---|---|
| Whole number of volumes in libraries | 100,476 |
| Total estimated value of libraries | $120,880 |
| Total estimated value of apparatus | $65,634 |

The superintendent's report closes with a brief history of the establishment of a national Department of Education at Washington, beginning with an allusion to the visit of an agent of the department of public education in Belgium to the United States, in the year 1855, for the purpose of obtaining information relating to our various State systems of public schools, and to the difficulties encountered in the accomplishment of the work, being obliged to travel from one State capital to another, owing to the fact that our government was at that time destitute of a national Department of Education. He says:

"The above incident speaks for itself. It is a striking and palpable commentary upon the spectacle of a powerful nation, the most gigantic democracy on the globe, founded upon the principle of self-government, which involves and demands universal intelligence as an essential element of perpetuity; yet, until less than two years ago, without a national Department of Education, and then, after the bureau was established, and before it was possible for its full capacity of usefulness to be developed, virtually abolishing it by the indirect and not very magnanimous device of withholding the paltry appropriation necessary to carry it on."

The report concludes with the remark that "the educational men of Illinois expect her senators and representatives to see that the national Department of Education is neither abolished nor crippled through any acts or votes of theirs."

## CHICAGO.

The report of the president of the board, Hon. S. A. Briggs, for 1869, commences with a comparison between the school facilities of the present and those of ten years ago in the city, at which time the first report of the president of the board was made. The city, he states, has enlarged in area from fifteen square miles to thirty-eight, and increased in population from 50,000 to 300,000 inhabitants. Her schools were then thirteen in number, employing 101 teachers, with an average enrollment of 5,516 pupils. The present year closes with thirty schools, employing 479 teachers, with an average enrollment of 22,838 pupils. At that time the total expenses of the schools were $70,000, distributed as follows: Salaries of teachers and superintendent, $43,000; incidentals, $12,000; rent of buildings, $15,000. The total expenses of the current year have been $746,320, divided as follows: Salaries of teachers and superintendent, $353,815; other current expenses, $100,120; for permanent improvements, $292,385.

We have added to our school accommodations during the year 4,782 seats—by the erection of the Clarke, Franklin, and Hayes houses, each 945 seats, and the Elm street and Wentworth avenue primaries, each 512 seats, together with 1,013 seats in additional rented rooms; increasing our corps of teachers 78. While educators differ as to the exact number, it is admitted by all that economy of classification and of means required, in cities organized like ours for school purposes, the concentration in one school of not less than 800 pupils of all grades, and many able teachers place the minimum at a higher figure. In our schools we place 63 pupils under the charge of each teacher, a number so large as to be excusable only by the pressing demands upon us for seats.

A large portion of the report is occupied by remarks in regard to the use of corporal punishment in schools, taking strong ground against the proposal which has come before the board to prohibit its use, his opinion being that it is possible, in most cases, to govern schools without resort to this extreme discipline, but that this is only rendered possible by teachers having the reserved right to inflict it, if, in their opinion, it is necessary.

The report expresses an opinion against the advisability of reading the Bible in the public schools, on the ground that as our people represent every shade of religious belief, and as all contribute to the support of the schools, they should be entirely unsectarian in all respects. "Those of us who are Protestants would resent any attempt on the part of the authorities to require our children to listen to a daily lesson from the Douay scriptures. Why, then, should we compel our Romanist neighbor to listen to the version of King James, or insist that the followers of Moses join in the reading of the New Testament?"

The report closes with pertinent and forcible remarks concerning the need for the introduction of scientific training in the schools, especially the teaching of natural history in the primary schools. Its study appeals to the first senses that nature, the first powers that have the privilege of experiment. It is related to the most familiar sights and sounds of early life. "Give the children the alphabet, which is the key to the record of human wit and folly, but let them learn, too, the alphabet which the divine hand has written on the leaves of nature."

## SUPERINTENDENT'S REPORT.

The report of the superintendent of the city schools, Hon. J. L. Pickard, for 1869, gives the following information:

| | |
|---|---|
| The population of the city, as per census of 1868 | 252,054 |
| Number of children between six and twenty-one years of age | 64,842 |
| Whole number of pupils enrolled | 51,432 |
| In grammar and primary schools—boys, 17,504; girls, 16,692 | 34,196 |
| In high school | 544 |
| Average number belonging in grammar and primary schools | 22,392 |
| Average number in high school | 445.6 |
| Average daily attendance in grammar and primary schools | 21,634.3 |
| High school | 430.4 |
| Number of schools—high, 1; grammar, 21; independent primary, 9 | 31 |
| Number of rooms used for school purposes | 406 |
| Number of teachers in high school—males, 12; females, 4 | 16 |
| Teachers in grammar schools—males, 20; females, 378; absent, 2 | 400 |
| Teachers in independent primary schools—females 63; males, 2 | 65 |
| Total number of teachers | 481 |
| Average number of scholars to a teacher—estimated upon average number belonging—in high school | 31.8 |
| In grammar and primary grades | 52.1 |
| Cost per scholar for tuition alone, upon average number belonging | $15 35 |
| Upon school census | 5 40 |
| Upon daily average attendance | 15 88 |
| Total cost per scholar, upon average number belonging | 24 49 |
| Upon school census | 8 59 |
| Upon average daily attendance | 25 22 |
| Receipts from school tax, 1869 | $551,371 12 |
| From State fund | 34,618 53 |
| From rents and interest | 45,639 47 |
| Expenses for teachers' salaries | 350,515 43 |
| Rents of buildings | 7,349 21 |
| Incidentals | 96,271 87 |
| Permanent improvements | 109,561 82 |
| Total | 563,697 53 |
| Total school fund | $808,760 74 |

The increase of enrollment during the year 1868–'9 was 4,786. The actual increase of school accommodations during the year was 3,414 seats, the remaining increase of enrollment being provided for in rented buildings.

The average number belonging shows an increase for the year of nearly 25 per cent. The number attending through the year without loss of membership is 8,427; an increase of 2,293 over the previous year. The average daily attendance has increased nearly 25 per cent., while the increase of enrollment is less than 16 per cent.

In the primary schools, in the grade where no text book is used, most marked improvement has been made in the methods of teaching. The old practice of learning letters first and then words is almost entirely done away. Children learn words as easily as they learn letters, and in so doing get ideas that interest and profit them.

A graded course of study in music has been most successfully carried forward by the music teachers, which has not interfered at all with other work, but rather aided it, from the relief afforded by the exercise. At the examinations the ability of the pupils to read music at sight was most thoroughly and satisfactorily tested.

The number of cases of corporal punishment reported during the year is less than during previous years, notwithstanding the increased number of pupils. The actual daily average is less than one case to 1,500 pupils. The number of suspensions for misconduct has been 343; of restorations in the same number, 175. The number of suspensions for absence has been 2,836; restorations, 1,303.

Ten regular sessions of the teachers' institute were held during the year, attended by 561 teachers.

In the high school there is need of enlarged accommodations. The attendance has been better sustained than in previous years. Fewer pupils have left during the early part of their course, therefore the higher classes have been larger than in any previous year.

The normal department of the high school has been unusually full. The introduction of the special class has added to the efficiency of the school, by furnishing teachers an opportunity for practice, under the direction of the training teacher.

The school of practice has given additional proof of its great value. Not one who has passed successfully through it has subsequently failed in the regular work of teaching.

The evening schools for the year 1868 had an enrollment of 3,303 pupils, with an average attendance of 1,005 for a session. The high school class numbered 91, with an average attendance of 30. The amount paid teachers was $7,678. The total expenses were $9,521 91; cost per pupil on enrollment, $3 43; on attendance, $11 08.

Certain special funds have been created for the purpose of furnishing text books to indigent children, for the awarding of medals, and other rewards of merit, by gifts and bequests from private individuals. From the late Flavel Mosley, esq., $10,400; William Jones, esq., Walter L. Newbrey, esq., Dr. John H. Foster, Philo Carpenter, esq., and N. C. Holden, esq., each donated $1,000 to this purpose. Jonathan Bell, esq., bequeathed a portion of his estate to the city, in trust, for the purpose of furnishing books of reference, maps, charts, illustrative apparatus, and works of taste and art; and, in case the city fails to provide the necessary text books and slates for indigent children attending the public schools, then the whole, or any part, of the income is to be used for that purpose.

*Table of statistical details of the schools of Illinois, from the report of the superintendent of public instruction, for* 1868.

Hon. N. BATEMAN, *superintendent public instruction, Springfield.*

| County. | COUNTY SUPERINTENDENTS. Name. | Post office. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of white persons between the ages of 6 and 21. | Number of colored persons between the ages of 6 and 21. | Whole number of graded schools. | Whole number of private schools. | Number of scholars in private schools. | Whole number of school-houses. | Whole number of volumes in district libraries. | Whole number of school districts. | Number of districts having schools 6 months or more. | Number of districts having no schools. | Number of districts keeping records according to law. | Whole number of free schools. | Whole number of days schools have been kept. | Number of male scholars. | Number of female scholars. | Whole number of scholars. | Number of male teachers. | Number of female teachers. | Whole number of teachers. |
| Adams | John H. Black | Quincy | 20,665 | 148 | 6 | 5 | 145 | 161 | 842 | 178 | 168 | 2 | 30 | 170 | 32,946 | 6,747 | 6,192 | 12,939 | 155 | 169 | 324 |
| Alexander | Louis P. Butler | Cairo | 2,986 | 948 | 1 | 4 | 322 | 23 | 250 | 21 | 19 | ... | 17 | 22 | 3,940 | 1,092 | 970 | 1,978 | 13 | 18 | 31 |
| Bond | Rev Thomas W. Hynes | Old Ripley | 4,231 | 26 | 1 | 2 | 176 | 66 | 206 | 71 | 67 | 3 | 36 | 66 | 10,138 | 2,074 | 1,730 | 3,804 | 54 | 49 | 103 |
| Boone | William H. Durham | Belvidere | 4,563 | 4 | 2 | 2 | 40 | 80 | ..... | 80 | 80 | 1 | 24 | 80 | 13,141 | 2,483 | 2,072 | 4,555 | 45 | 105 | 150 |
| Brown | Hon. John P. Richmond | Mt. Sterling | 4,532 | 10 | 1 | .. | ..... | 54 | ..... | 54 | 51 | .. | 26 | 54 | 7,204 | 2,337 | 1,934 | 4,271 | 46 | 47 | 93 |
| Bureau | Rev Albert Ethridge | Princeton | 11,073 | 29 | 10 | 7 | 292 | 185 | 394 | 208 | 180 | 4 | 50 | 188 | 29,813 | 6,370 | 5,718 | 12,088 | 100 | 260 | 420 |
| Calhoun | Solomon Lammy | Hardin | 2,278 | 1 | .. | .. | ..... | 32 | ..... | 32 | 32 | ... | 20 | 33 | 3,960 | 916 | 716 | 1,632 | 35 | 29 | 64 |
| Carroll | James E. Millard | Lanark | 5,679 | 4 | 5 | 2 | 85 | 101 | 883 | 103 | 99 | 1 | 67 | 106 | 18,886 | 3,736 | 3,288 | 7,024 | 64 | 140 | 204 |
| Cass | Harvey Tate | Virginia | 4,221 | 1 | 2 | 2 | 61 | 65 | 332 | 64 | 61 | ... | 26 | 63 | 12,290 | 1,803 | 1,730 | 3,533 | 51 | 58 | 109 |
| Champaign | Thomas R. Leal | Urbana | 9,184 | 41 | 9 | 2 | 93 | 55 | 1,544 | 174 | 156 | 18 | 134 | 167 | 22,785 | 4,550 | 4,471 | 9,021 | 108 | 158 | 266 |
| Christian | William F. Gorrell | Taylorville | 6,994 | 10 | 3 | 2 | 302 | 93 | 338 | 93 | 82 | 10 | 45 | 100 | 29,489 | 3,201 | 2,189 | 5,390 | 76 | 42 | 120 |
| Clark | William T. Adams | Marshall | 7,626 | 1 | 4 | 1 | 10 | 94 | 15 | 91 | 89 | .. | 40 | 110 | 12,641 | 3,686 | 3,240 | 6,926 | 91 | 75 | 166 |
| Clay | Charles H. Murray | Clay City | 5,518 | 12 | 4 | .. | ..... | 77 | 50 | 82 | 80 | 2 | 36 | 83 | 10,695 | 2,458 | 2,138 | 4,596 | 70 | 43 | 113 |
| Clinton | Solomon R. Wyle | Trenton | 4,720 | 93 | 3 | 4 | 252 | 62 | 237 | 62 | 60 | 2 | 31 | 64 | 11,571 | 2,507 | 1,616 | 4,123 | 54 | 36 | 90 |
| Coles | Rev Stephen J. Bovell | Ashmore | 8,904 | 37 | 5 | 6 | 151 | 99 | 318 | 101 | 100 | ... | 52 | 98 | 17,518 | 4,584 | 4,127 | 8,711 | 102 | 60 | 162 |
| Cook | Albert G. Lane | Chicago | 79,420 | 667 | 41 | 137 | 18,901 | 325 | 6,317 | 208 | 204 | 1 | 127 | 232 | 38,340 | 32,606 | 20,553 | 43,159 | 126 | 592 | 721 |
| Crawford | Samuel A. Burner | Robinson | 5,457 | 5 | 2 | 1 | 25 | 85 | 50 | 89 | 87 | 1 | 39 | 82 | 11,335 | 2,426 | 2,151 | 4,577 | 77 | 72 | 149 |
| Cumberland | William E. Lake | Majority Point | 4,530 | 2 | .. | .. | ..... | 74 | ... | 75 | 68 | 2 | 7 | 73 | 9,327 | 2,247 | 1,945 | 4,192 | 83 | 50 | 133 |
| DeKalb | Horace P. Hall | Sycamore | 7,765 | 19 | 5 | 2 | 60 | 156 | 1,042 | 162 | 157 | 4 | 40 | 154 | 20,960 | 4,977 | 3,899 | 8,176 | 94 | 231 | 325 |
| DeWitt | Francis M. Vaulue | Clinton | 5,464 | 18 | 4 | 2 | 232 | 80 | 115 | 84 | 77 | 7 | 26 | 82 | 12,589 | 2,565 | 2,418 | 4,983 | 76 | 60 | 136 |
| Douglas | Samuel L. Galloway | Tuscola | 4,339 | 32 | 2 | 2 | 3 | 69 | 440 | 79 | 72 | 9 | 36 | 76 | 11,305 | 2,285 | 2,101 | 4,386 | 68 | 69 | 137 |
| Du Page | Charles W. Raymond | Naperville | 5,630 | 5 | 3 | 2 | 404 | 83 | 1,069 | 86 | 83 | 3 | 23 | 82 | 14,503 | 2,472 | 2,377 | 4,849 | 53 | 126 | 179 |
| Edgar | Andrew J. Major | Paris | 7,981 | 20 | 4 | 2 | 100 | 110 | 219 | 117 | 113 | 4 | 56 | 116 | 17,559 | 3,659 | 3,301 | 6,960 | 95 | 115 | 210 |
| Edwards | Levin Harris | Albion | 2,504 | 22 | 2 | 1 | 20 | 43 | 11 | 40 | 39 | 1 | 22 | 42 | 5,608 | 1,254 | 1,124 | 2,377 | 31 | 52 | 83 |
| Effingham | Sylvester F. Gilmore | Effingham | 5,493 | 2 | .. | .. | ..... | 53 | 6 | 63 | 57 | 6 | 40 | 52 | 8,266 | 2,022 | 1,823 | 3,976 | 53 | 41 | 94 |
| Fayette | David H. Mays | Ramsey | 7,448 | 13 | 1 | .. | ..... | 112 | 104 | 117 | 106 | 6 | 28 | 110 | 13,356 | 3,360 | 2,932 | 6,312 | 109 | 48 | 157 |
| Ford | James Brown | Paxton | 2,211 | 5 | .. | .. | ..... | 43 | 495 | 63 | 43 | 15 | 21 | 48 | 7,116 | 1,002 | 870 | 1,872 | 25 | 60 | 80 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Franklin | Robert R. Link | Benton | 5,107 | 9 | .... | 1 | 44 | 54 | ..... | 54 | 51 | 2 | 26 | 50 | 6,425 | 2,007 | 1,587 | 3,594 | 53 | 12 | 65 |
| Fulton | Horatio J. Benton | Lewistown | 14,129 | 21 | 8 | 14 | 535 | 200 | 159 | 194 | 185 | 2 | 104 | 193 | 30,690 | 7,656 | 7,154 | 14,810 | 151 | 198 | 349 |
| Gallatin | Nathaniel P. Holderby | New Market | 3,752 | 109 | 1 | 1 | 35 | 45 | ..... | 42 | 41 | 1 | 19 | 46 | 6,400 | 1,417 | 1,187 | 2,604 | 53 | 15 | 68 |
| Greene | Caleb A. Worley | Carrollton | 6,238 | 3 | 3 | 3 | 75 | 81 | 637 | 83 | 81 | 4 | 38 | 80 | 12,946 | 2,892 | 2,577 | 6,469 | 77 | 62 | 139 |
| Grundy | Hiram C. Gould | Morris | 5,426 | 26 | 2 | 4 | 150 | 76 | 502 | 5 | 72 | 4 | 26 | 166 | 13,760 | 2,839 | 2,501 | 5,340 | 55 | 100 | 155 |
| Hamilton | George B. Robinson | McLeansboro | 5,489 | 3 | 1 | .... | ..... | 57 | 11 | 58 | 57 | 1 | 32 | 57 | 6,943 | 2,463 | 1,972 | 4,435 | 66 | 10 | 76 |
| Hancock | Rev. William Griffin | Carthage | 13,029 | 25 | 10 | 7 | 240 | 173 | 858 | 174 | 165 | 6 | 87 | 171 | 23,737 | 6,005 | 5,172 | 11,177 | 144 | 183 | 317 |
| Hardin | John Jack | Elizabethtown | 2,172 | 27 | .... | 1 | 14 | 26 | ..... | 26 | 25 | 1 | 26 | 25 | 3,100 | 685 | 583 | 1,268 | 29 | 5 | 36 |
| Henderson | R. P. Randall | Olena | 4,396 | 1 | 5 | 1 | 38 | 69 | 143 | 78 | 68 | 3 | 24 | 74 | 11,185 | 1,978 | 1,842 | 3,820 | 67 | 69 | 136 |
| Henry | Henry S. Comstock | Cambridge | 11,408 | 20 | 7 | 11 | 56 | 174 | 556 | 169 | 161 | 2 | 70 | 188 | 28,951 | 7,383 | 6,489 | 13,872 | 117 | 254 | 374 |
| Iroquois | L. T. Hewins | Oakalla | 8,416 | 48 | 5 | 4 | 145 | 145 | 731 | 146 | 143 | 21 | 88 | 149 | 52,279 | 3,958 | 3,448 | 7,406 | 87 | 162 | 249 |
| Jackson | John Ford | Murphysboro | 6,106 | 153 | 2 | 2 | 150 | 80 | 135 | 77 | 73 | 4 | 37 | 29 | 9,614 | 2,038 | 2,038 | 4,444 | 61 | 38 | 99 |
| Jasper | P. S. McLaughlin | Newton | 4,520 | 4 | .... | 1 | 35 | 74 | ..... | 86 | 75 | 3 | 31 | 78 | 10,417 | 2,384 | 2,154 | 4,538 | 75 | 55 | 130 |
| Jefferson | George W. Johnson | Mt. Vernon | 6,348 | 11 | 1 | 6 | 143 | 87 | ..... | 86 | 85 | 1 | 48 | 89 | 11,393 | 3,083 | 2,576 | 5,659 | 88 | 32 | 120 |
| Jersey | Charles H. Knapp | Jerseyville | 5,777 | 29 | 3 | 3 | 66 | 65 | 958 | 71 | 64 | 3 | 28 | 71 | 13,295 | 2,217 | 2,031 | 4,248 | 60 | 51 | 111 |
| Jo Daviess | George W. Pepoon | Warren | 11,025 | 32 | 7 | 7 | 549 | 119 | 1,153 | 114 | 111 | 2 | 56 | 119 | 19,463 | 4,774 | 4,210 | 8,984 | 69 | 155 | 224 |
| Johnson | Richard M. Fisher | Vienna | 4,787 | 21 | 1 | .... | ..... | 48 | ..... | 48 | 48 | .... | 38 | 48 | 5,978 | 2,020 | 1,549 | 3,569 | 50 | 5 | 55 |
| Kane | George B. Charles | Aurora | 11,861 | 81 | 22 | 4 | 413 | 141 | 2,739 | 145 | 137 | 8 | 87 | 144 | 31,692 | 5,826 | 5,514 | 11,340 | 84 | 262 | 346 |
| Kankakee | Rev. Fred. W. Beecher | Kankakee | 7,990 | 13 | 2 | 11 | 410 | 133 | 920 | 142 | 127 | 12 | 83 | 132 | 21,441 | 4,818 | 4,838 | 9,656 | 73 | 153 | 226 |
| Kendall | John R. Marshall | Yorkville | 4,231 | 10 | 6 | 1 | 55 | 75 | 737 | 84 | 78 | 1 | 26 | 81 | 13,913 | 2,541 | 2,324 | 4,865 | 52 | 101 | 153 |
| Knox | Frederick Christianer | Abingdon | 13,598 | 189 | 11 | 5 | ..... | 198 | 1,878 | 170 | 181 | 9 | 88 | 192 | 70,645 | 6,998 | 6,217 | 13,215 | 144 | 267 | 411 |
| Lake | Byron L. Carr | Waukegan | 8,574 | 27 | 5 | 16 | 1,011 | 116 | 1,403 | 117 | 116 | .... | 36 | 112 | 17,110 | 3,749 | 3,206 | 6,955 | 73 | 164 | 237 |
| La Salle | George S. Wedgewood | La Salle | 21,146 | 16 | 17 | 18 | 1,148 | 282 | 2,317 | 275 | 258 | 6 | 78 | 278 | 52,653 | 9,280 | 9,277 | 18,557 | 197 | 377 | 574 |
| Lawrence | Ozias V. Smith | Lawrenceville | 4,919 | 99 | .... | .... | ..... | 65 | 65 | 64 | 64 | .... | 32 | 64 | 8,711 | 2,080 | 1,817 | 3,897 | 60 | 44 | 104 |
| Lee | James H. Preston | Amboy | 9,159 | 7 | 6 | 4 | 145 | 140 | 705 | 128 | 115 | 5 | 87 | 138 | 30,313 | 4,738 | 4,546 | 9,284 | 81 | 160 | 241 |
| Livingston | H. H. Hill | Pontiac | 9,675 | 28 | 6 | 8 | 203 | 173 | 1,216 | 194 | 159 | 30 | 86 | 177 | 24,364 | 5,092 | 4,792 | 9,884 | 118 | 194 | 312 |
| Logan | Levi T. Regan | Lincoln | 7,045 | 19 | 2 | 1 | 20 | 105 | ..... | 100 | 95 | 5 | 86 | 102 | 17,834 | 3,370 | 2,940 | 6,310 | 92 | 82 | 174 |
| Macon | Oscar F. McKim | Decatur | 7,760 | 62 | 8 | 5 | 194 | 101 | 221 | 101 | 100 | 1 | 55 | 124 | 19,247 | 4,021 | 3,484 | 7,505 | 99 | 105 | 204 |
| Macoupin | Fletcher H. Chapman | Carlinville | 10,624 | 75 | 21 | 17 | 370 | 166 | 398 | 162 | 158 | 6 | 45 | 159 | 27,321 | 5,275 | 4,396 | 9,671 | 159 | 119 | 278 |
| Madison | John Weavor | Edwardsville | 12,659 | 657 | 10 | 24 | 1,157 | 124 | 1,560 | 117 | 114 | 3 | 30 | 123 | 23,675 | 5,240 | 4,554 | 9,794 | 110 | 88 | 219 |
| Marion | James McHaney | Salem | 7,899 | 51 | 6 | 6 | 200 | 94 | 243 | 115 | 110 | 5 | 60 | 106 | 16,033 | 3,925 | 3,598 | 7,523 | 87 | 101 | 188 |
| Marshall | John Peck | Henry | 5,894 | 8 | 4 | 2 | 165 | 83 | 295 | 90 | 85 | 5 | 29 | 78 | 17,740 | 3,010 | 2,697 | 5,707 | 57 | 133 | 190 |
| Mason | Henry H. Moose | Havana | 4,889 | .... | .... | .... | ..... | 86 | ..... | 88 | 81 | 6 | 13 | 86 | 12,050 | 2,311 | 2,238 | 4,549 | 52 | 66 | 118 |
| Massac | William H. Scott | Metropolis | 3,390 | 136 | 1 | 2 | 55 | 34 | ..... | 36 | 35 | 1 | 31 | 35 | 4,941 | 1,240 | 1,108 | 2,384 | 28 | 20 | 48 |
| McDonough | Lloyd H. Copeland | Bushnell | 9,690 | 17 | 10 | 6 | 396 | 148 | 100 | 143 | 140 | 1 | 39 | 120 | 22,786 | 5,353 | 4,617 | 9,970 | 119 | 164 | 283 |
| McHenry | Gardner S. Southworth | Woodstock | 8,111 | 15 | 8 | 6 | 240 | 158 | 716 | 164 | 164 | .... | 67 | 164 | 25,075 | 3,967 | 3,612 | 7,579 | 89 | 205 | 294 |
| McLean | John Hull | Bloomington | 16,224 | 109 | 34 | 5 | 252 | 221 | 74 | 237 | 215 | 15 | 76 | 221 | 47,707 | 7,779 | 6,485 | 14,284 | 166 | 234 | 400 |
| Menard | William H. Berry | Petersburg | 3,636 | 3 | 1 | 4 | 116 | 57 | 550 | 56 | 54 | .... | 19 | 57 | 9,975 | 1,802 | 1,333 | 3,135 | 62 | 38 | 105 |
| Mercer | Fred. W. Livingston | Keithsburg | 6,924 | ..... | 6 | 1 | 60 | 100 | 494 | 104 | 100 | 1 | 33 | 101 | 15,832 | 2,892 | 2,552 | 5,444 | 85 | 110 | 190 |
| Monroe | Joseph W. Rickert | Waterloo | 5,152 | 4 | .... | 8 | 330 | 47 | ..... | 51 | 50 | 1 | 30 | 47 | 7,077 | 1,346 | 1,083 | 2,429 | 51 | 9 | 60 |
| Montgomery | Rev. Hiram L. Gregory | Irving | 9,041 | 48 | 4 | 5 | 293 | 108 | 229 | 113 | 102 | 11 | 25 | 106 | 14,555 | 3,478 | 3,566 | 7,044 | 92 | 91 | 183 |
| Morgan | Samuel M. Martin | Jacksonville | 9,843 | 151 | 9 | .... | ..... | 108 | 718 | 109 | 106 | 3 | 59 | 107 | 17,089 | 4,143 | 3,734 | 7,877 | 102 | 106 | 208 |
| Moultrie | David F. Stearns | Sullivan | 4,290 | ..... | 2 | .... | ..... | 58 | 209 | 71 | 64 | 3 | 34 | 65 | 8,844 | 2,570 | 1,642 | 4,212 | 60 | 47 | 107 |
| Ogle | Edward L. Wells | Oregon | 9,205 | 37 | 6 | 5 | 117 | 170 | 2,070 | 181 | 165 | 8 | 75 | 169 | 25,939 | 4,264 | 3,535 | 7,799 | 115 | 231 | 346 |
| Peoria | N. E. Worthington | Peoria | 15,300 | 28 | 36 | 9 | 450 | 155 | 442 | 157 | 153 | .... | 43 | 179 | 23,084 | 5,698 | 5,192 | 10,890 | 100 | 213 | 300 |
| Perry | B. G. Roots | Tamaroa | 4,377 | 81 | 2 | 5 | 76 | 58 | 160 | 58 | 58 | 1 | 28 | 57 | 8,976 | 2,215 | 1,923 | 4,138 | 50 | 31 | 81 |
| Piatt | Caleb A. Tatman | Monticello | 3,518 | 1 | 3 | 2 | 70 | 61 | 65 | 66 | 60 | 2 | 52 | 62 | 9,683 | 1,849 | 1,508 | 3,357 | 62 | 65 | 127 |
| Pike | John N. Dewell | Pittsfield | 10,997 | 27 | 7 | 7 | 87 | 148 | 292 | 155 | 152 | 2 | 42 | 157 | 23,266 | 5,524 | 4,952 | 10,476 | 120 | 143 | 263 |
| Pope | Theodore Steyer | Golconda | 4,498 | 112 | .... | 2 | 41 | 52 | 16 | 52 | 50 | .... | 41 | 53 | 6,698 | 1,712 | 1,279 | 2,991 | 53 | 14 | 67 |
| Pulaski | James H. Brown | Mound City | 1,739 | 263 | 2 | 3 | 120 | 26 | ..... | 27 | 26 | 1 | 19 | 27 | 3,323 | 690 | 696 | 1,386 | 19 | 19 | 39 |
| Putnam | James S. McClung | Hennepin | 2,175 | 16 | 3 | 1 | ..... | 34 | 222 | 33 | 33 | .... | 20 | 33 | 6,493 | 1,088 | 915 | 2,003 | 21 | 54 | 75 |
| Randolph | Robert P. Thompson | Chester | 6,385 | 195 | 2 | 4 | 118 | 88 | 161 | 85 | 85 | 1 | 52 | 87 | 11,242 | 2,565 | 2,050 | 4,615 | 58 | 46 | 104 |

*Table of statistical details of the schools of Illinois, &c.*—Continued.

| COUNTY SUPERINTENDENTS. | | | Number of white persons between the ages of 6 and 21. | Number of colored persons betw'n the ages of 6 and 21. | Whole number of graded schools. | Whole number of private schools. | Number of scholars in private schools. | Whole number of school-houses. | Whole number of volumes in district libraries. | Whole number of school districts. | Number of districts having schools 6 months or more. | Number of districts having no schools. | Number of districts keeping records according to law. | Whole number of free schools. | Whole number of days schools have been kept. | Number of male scholars. | Number of female scholars. | Whole number of scholars. | Number of male teachers. | Number of female teachers. | Whole number of teachers. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| County. | Name. | Post office. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Richland | John C. Scott | Olney | 5,642 | 7 | 2 | .... | ..... | 76 | 38 | 92 | 87 | 5 | 37 | 87 | 12,558 | 2,651 | 2,480 | 5,131 | 74 | 70 | 144 |
| Rock Island | Mansfield M. Sturgeon | Rock Island | 9,285 | 19 | 22 | 6 | 453 | 96 | 474 | 96 | 89 | 3 | 32 | 102 | 16,540 | 3,658 | 3,497 | 7,155 | 73 | 127 | 200 |
| Saline | Frederic F. Johnson | Harrisburg | 4,971 | 66 | 1 | .... | ..... | 60 | 11 | 59 | 59 | .... | 28 | 62 | 7,652 | 2,314 | 1,773 | 4,087 | 64 | 10 | 74 |
| Sangamon | Warren Burgett | Springfield | 14,219 | 73 | 18 | 7 | ..... | 169 | 2,866 | 164 | 155 | 8 | 62 | 168 | 35,885 | 5,966 | 5,273 | 11,269 | 153 | 161 | 314 |
| Schuyler | Jonathan R. Neill | Rushville | 5,866 | 5 | 1 | 2 | 25 | 83 | ..... | 87 | 86 | .... | 32 | 78 | 11,655 | 3,064 | 2,642 | 5,706 | 64 | 85 | 149 |
| Scott | James Callans | Winchester | 3,644 | 14 | 3 | 2 | 30 | 38 | 121 | 39 | 38 | .... | 13 | 40 | 6,400 | 1,517 | 1,332 | 2,849 | 135 | 25 | 60 |
| Shelby | Anthony T Hall | Shelbyville | 9,885 | 13 | 6 | 3 | 51 | 124 | 12 | 129 | 122 | 3 | 59 | 120 | 18,315 | 3,732 | 3,943 | 7,675 | 129 | 49 | 178 |
| Stark | Bartlett G. Hall | Toulon | 3,488 | 9 | 2 | 2 | 49 | 70 | ..... | 76 | 70 | .... | 76 | 72 | 10,928 | 1,875 | 1,578 | 3,453 | 39 | 109 | 148 |
| St. Clair | James P. Slade | Belleville | 16,105 | 332 | 24 | 35 | 2,013 | 108 | 636 | 108 | 101 | 5 | 46 | 119 | 23,808 | 5,149 | 4,312 | 9,461 | 111 | 62 | 173 |
| Stephenson | Isaac F. Kleckner | Freeport | 10,622 | 6 | 19 | 5 | 490 | 132 | 706 | 144 | 135 | .... | 73 | 149 | 38,494 | 5,160 | 4,607 | 9,767 | 102 | 180 | 282 |
| Tazewell | Stephen K. Hatfield | Tremont | 9,968 | 32 | 15 | 4 | 114 | 114 | 714 | 115 | 112 | 2 | 50 | 128 | 21,684 | 3,689 | 3,478 | 7,167 | 102 | 140 | 242 |
| Union | Philip H. Kroh | Jonesboro | 5,376 | 22 | 1 | 3 | ..... | 57 | ..... | 63 | 60 | 2 | 18 | 60 | 7,361 | 2,383 | 1,928 | 4,311 | 47 | 21 | 68 |
| Vermillion | John W. Parker | Danville | 10,421 | 12 | 6 | 3 | 118 | 157 | 1,216 | 168 | 156 | 12 | 70 | 132 | 19,809 | 5,045 | 4,459 | 9,504 | 143 | 159 | 302 |
| Wabash | James Leeds | Friendsville | 2,889 | 23 | 7 | .... | ..... | 44 | ..... | 42 | 42 | .... | 28 | 48 | 6,174 | 1,269 | 1,178 | 2,447 | 51 | 38 | 89 |
| Warren | James B. Donnell | Monmouth | 8,338 | 54 | 28 | 3 | 84 | 129 | 108 | 139 | 132 | 7 | 44 | 148 | 24,151 | 4,277 | 3,962 | 8,239 | 108 | 182 | 290 |
| Washington | Alden C. Hillman | Nashville | 6,217 | 17 | 5 | 11 | 295 | 72 | 387 | 77 | 70 | 4 | 45 | 75 | 10,492 | 2,426 | 2,210 | 4,636 | 56 | 43 | 99 |
| Wayne | William A. Vernon | Johnsonville | 6,887 | ..... | 3 | 6 | 139 | 101 | 24 | 105 | 100 | 5 | 62 | 104 | 12,943 | 3,101 | 2,677 | 5,778 | 98 | 50 | 148 |
| White | James I. McClintock | Carmi | 5,903 | 50 | 2 | 4 | 20 | 77 | ..... | 79 | 74 | 1 | 41 | 81 | 10,105 | 2,567 | 2,268 | 4,835 | 80 | 37 | 117 |
| Whiteside | Michael W. Smith | Morrison | 8,936 | 7 | 12 | 2 | 100 | 129 | 820 | 137 | 124 | 3 | 52 | 133 | 23,594 | 4,317 | 3,622 | 7,939 | 101 | 176 | 277 |
| Will | Salmon O. Simonds | Joliet | 13,769 | 24 | 11 | 21 | 539 | 184 | 958 | 193 | 177 | 5 | 48 | 184 | 30,612 | 5,849 | 5,241 | 11,090 | 91 | 267 | 358 |
| Williamson | Augustus N. Lodge | Marion | 6,129 | 53 | 1 | .... | ..... | 72 | 12 | 74 | 72 | 2 | 64 | 72 | 8,710 | 2,644 | 1,976 | 4,620 | 72 | 17 | 89 |
| Winnebago | Archibald Andrew | Rockford | 9,857 | 55 | 9 | 6 | 175 | 125 | 1,035 | 124 | 119 | 3 | 47 | 125 | 27,189 | 4,473 | 4,243 | 8,716 | 60 | 202 | 262 |
| Woodford | W. H. Gardner | Panola | 6,872 | 15 | 4 | .... | ..... | 106 | 348 | 108 | 101 | 5 | 35 | 102 | 15,607 | 3,142 | 2,735 | 5,877 | 73 | 123 | 196 |
| | | | 826,820 | 6,210 | 634 | 584 | 36,912 | 10,381 | 52,251 | 10,590 | 10,117 | 390 | 4,564 | 10,705 | 1,783,856 | 367,450 | 339,330 | 706,780 | 8,240 | 10,797 | 19,037 |

# INDIANA.

The fourth biennial report of the superintendent of public instruction, Hon. Barnabas C. Hobbs, for 1867–'8, contains the following information:

| | 1867. | 1868. |
|---|---|---|
| Whole number of children between six and twenty-one years of age | 577,007 | 591,661 |
| Number of pupils attending public schools | 415,796 | 436,736 |
| In primary schools | 405,631 | 425,745 |
| In high schools | 10,165 | 10,991 |
| Average daily attendance in primary schools | 259,224 | 275,745 |
| Average daily attendance in high schools | 6,998 | 7,595 |
| Average length of schools in days | 80 | 87 |
| Number of teachers employed | 10,053 | 10,698 |
| Male teachers | 6,012 | 6,462 |
| Female teachers | 4,041 | 4,236 |
| Average monthly compensation of male teachers in primary schools | $36 80 | $37 00 |
| Average monthly compensation of female teachers in primary schools | $29 00 | $28 40 |
| Of male teachers in high schools | $69 40 | $64 00 |
| Of female teachers in high schools | $37 40 | $42 00 |
| Average monthly cost of tuition per pupil | $1 18 | $1 20 |
| Amount expended for tuition | $1,262,684 54 | $1,474,832 49 |
| Number of school-houses built within the year | 364 | 424 |
| Total value of school property | $5,078,356 00 | $5,828,501 00 |
| Total number of school-houses in the State | 8,360 | 8,403 |
| Amount paid trustees for managing educational matters | $38,995 80 | $43,598 39 |
| Amount of special school revenue expended within the year | $854,761 55 | $1,050,139 03 |
| Total school revenue from all sources | | $1,566,507 58 |
| Total expended for schools during 1869 | | $1,474,000 00 |

The State educational fund is made up of the—

| | |
|---|---|
| Negotiable State bonds | $3,591,316 15 |
| Common school fund held by counties | 1,522,410 38 |
| Congressional township fund | 2,211,867 76 |
| Value of unsold congressional township lands | 101,502 25 |
| Saline fund on loan | 3,727 07 |
| Saline fund in treasury | 1,348 90 |
| Bank tax fund on loan | 1,396 99 |
| Bank tax fund in treasury | 107 07 |
| Escheated estates | 16,702 42 |
| Sinking fund | 808,963 35 |
| Total | $8,259,341 34 |

The constitution of the State makes it incumbent upon the legislature to provide "a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all." "We cannot," says the superintendent, "avoid the grave consideration that there is a large colored population in the State, who have hitherto submitted patiently to the ordeal of adverse public sentiment and the force of our statutes, in being denied participation in the benefits of our public school funds, while, at the same time, no bar can be discovered to their natural and constitutional right to these." * * * "Colored citizens, while hitherto deprived of their natural and constitutional rights, have been *subject to the special school tax for township purposes* in common with white citizens, and have thus paid their proportion of expense for building school-houses for white children. After being denied all privilege to the school funds, and thus taxed, they have been under the necessity of levying on themselves an additional tax to build their own school-houses, and for the entire cost of their tuition."

## INDIANA STATE UNIVERSITY.

This institution is located at Bloomington. President, Cyrus Nutt, D. D., professor of moral, mental, and political philosophy. The whole number of students in the four college classes is 192. In the department of the theory and practice of teaching, 30; in preparatory studies, 12; in the law department, 21; in modern languages, 6. Total

in attendance, 249. The number of professors is 10; number of tutors, 3. Three new departments have been opened this year, viz., modern languages, the theory and practice of teaching, and military science.

Tuition was made free for all the students in the State University, by the action of the trustees, in 1860. Every young man and maiden has a perpetual scholarship, which entitles them to free tuition in their own State university.

### INDIANA ASHBURY UNIVERSITY.

Located at Greencastle, about forty miles west of Indianapolis. Thomas Bowman, D. D., president, and professor of moral and mental science. This institution has a permanent endowment fund of over $100,000, which is constantly increasing. The libraries of the college reach an aggregate of 10,000 volumes. It has a good apparatus for chemical experiments, a fine achromatic telescope, polarizing apparatus, meteorological, electrical, magnetical, and optical apparatus of the most approved forms, and a good cabinet. Expenses of board and tuition from $200 to $300 per annum. This institution, the superintendent states, deserves a more extended notice, but no reports have been received from the faculty, therefore further information is lacking.

### WABASH COLLEGE.

This institution was chartered in 1834. President, Joseph F. Tuttle, professor of moral and intellectual philosophy. The college has given more or less instruction to more than 2,000 students, and has graduated 105. The present attendance is 162; in college proper, 66; in preparatory department, 96.

The college was chartered as Wabash College and Teachers' Seminary, and has always done much to foster common school education.

Permanent funds invested, $100,000, from which and tuition fees is realized about the sum of $12,000 annually. A low estimate of the buildings, $35,000. It has a beautiful campus of 25 acres of native forest trees, which cannot be estimated in dollars. It has other property which may be estimated at $50,000. Library numbers over 10,000 volumes.

### NORTHWESTERN CHRISTIAN UNIVERSITY.

Situated near the northwest limits of the city of Indianapolis. Was founded in 1850 by a joint-stock company. Stock amounts to more than $152,000, controlled by a board of twenty-one directors. Endowment, $100,000, upon which interest is accruing to the amount of $6,000 annually. The president is O. A. Burgess, A. M., professor of biblical literature. The session is nine months, divided into three terms. Pupils, exclusive of the music department and the primary school, number 160. The number of professors and teachers is 8. The course of study is thorough, requiring two years in the preparatory department, and four in the college proper.

### EARLHAM COLLEGE.

Located one mile west of Richmond. President Joseph Moore, M. S. Number of pupils, 174; ladies, 76; gentlemen, 98. Number of professors and teachers, 12. Course of study, preparatory or academical and collegiate. It has a good cabinet of natural history, mathematical, philosophical, and chemical apparatus, and libraries containing about 3,000 volumes. In its observatory are a good mounted telescope, and a transit instrument in good condition, with a sidereal clock. It has been a college proper about nine years. It has a campus of about 160 acres, handsomely laid out in groves, orchards, fields, garden, lawn, &c., and is under the management of the Indiana Yearly Meeting of the Society of Friends. The number of alumni is 39.

### UNION CHRISTIAN COLLEGE.

Located at Merom, Sullivan County; incorporated in 1859; opened for the admission of students in 1860. President, Thomas Holmes. Endowment fund, $110,000. Value of property, $65,000. Students in attendance within the last year, 109; number of alumni, 4; number of volumes in college library, 300; number of faculty and teachers, 7. Ladies pursue the same course of study, are subject to the same regulations, enjoy the same privileges, and receive the same honors, as gentlemen. The courses of study are, academic, classical, and scientific, omitting the dead languages. There is a commercial and music department. The location is reported healthy and beautiful; students orderly and industrious, and methods of instruction thorough and efficient.

### BROOKVILLE COLLEGE.

Located at Brookville, on the White Water Valley railroad, forty miles from Cincinnati. Under the control of the Methodist Episcopal Church. President, J. H. Martin, A. M.

The course of instruction is classical and scientific, collegiate and preparatory. The classical course requires four years; the scientific, three. It has a normal, a commercial, and a music department. Its normal course is designed to equal the course required by the State board of education for applicants for State certificates for teaching. The institution is in a prosperous condition, and out of debt.

### INSTITUTION FOR THE DEAF AND DUMB.

Located at Indianapolis. Thomas MacIntire, M. D., superintendent.

| | |
|---|---|
| Number of pupils during the past year | 209 |
| Number in attendance | 186 |
| Number of instructors | 10 |
| Number of volumes in library | 2,034 |
| Value of chemical and philosophical apparatus | $800 |
| Annual cost of instruction per pupil | $45 |
| Total annual expenses per pupil | $240 |
| Probable number of deaf-mutes in the State | 1,200 |
| Probable number of school age | 400 |

Cabinet-making, boot and shoe making, tailoring, and mantua-making are carried on for the benefit of pupils who wish to learn those trades. The institute is in a prosperous condition in all departments, except that the accommodations are not sufficient.

### INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

Founded in 1847. Superintendent, William Churchman. Number of pupils enrolled during the year was 126; males, 57; females, 69. Of this number 21 have left as graduates, either of the school or work department; 13 being young men who had obtained a thorough knowledge of the broom-making business, and several of them had learned other branches of handicraft.

The whole number of pupils received into the institution since its foundation is exhibited in the following:

| | |
|---|---|
| Number received | 365 |
| Males | 195 |
| Females | 170 |
| Totally blind | 171 |
| Partially blind | 194 |
| Born blind | 137 |
| Blind through accident | 40 |
| Blind through disease | 188 |
| Number whose parents were blood relations | 44 |

### REFORM SCHOOL AT PLAINFIELD.

This "House of Refuge for juvenile offenders" is located near the village of Plainfield, on a farm of 223 acres. Since the purchase of the farm, in 1867, there have been three family buildings erected on it, 38 by 56 feet in extent, with two stories and basement. Two of these buildings are occupied by the boys. The first inmate was received on the 28th of January of the current year, and there are now in attendance 108 boys, 54 in each family building. Each family is divided in two classes, all of whom attend school one-half of each day, and are detailed for work the other half. Most of the boys can read print quite intelligibly, and nearly all the larger boys can write and cipher some. Cost of the buildings, including a work-shop 40 by 80 feet, about $30,000. Nearly all boys take a deep interest in their studies, and seem anxious to improve their advantages.

### EDUCATION IN STATE PRISONS.

In response to letters of inquiry, addressed to officers of the State prisons, north and south, the superintendent has received information from those in the south that "the law providing for the mental culture of the convicts is not carried out at present, at least not according to the letter." There is no organized school, yet the education of the prisoners is not quite overlooked. All who desire it are furnished with school-books, slates, and writing-books. Both the prisons, north and south, report a great lack of books in the library; that of the south having been in use so long that the books are quite worn out, and in that of the State prison north, there is not even a supply of Bibles to furnish every man a copy, according to law.

## INDIANAPOLIS.

The following information is taken from the report for 1869 of the superintendent of schools, Hon. A. C. Shortridge:

| | |
|---|---|
| Number of persons between six and twenty-one years of age | 9,025 |
| Boys | 4,328 |
| Girls | 4,697 |
| Between six and fifteen | 6,679 |
| Between fifteen and twenty-one | 2,346 |
| Number enrolled in schools | 5,160 |
| Boys | 2,545 |
| Girls | 2,615 |
| Average number in the schools | 3,549 |
| Average daily attendance | 3,375 |
| Average per cent. of attendance | 94.9 |
| Ratio of attendance to school population in the city, expressed decimally | .571 |
| Number of cases of tardiness in all the schools was | 2,980 |
| Number of teachers; males, 3; females, 75 | 78 |
| Total salaries of teachers, including evening schools | $44,470 07 |
| Total cost per pupil, upon average number belonging | $31 51 |

For some years past promptness of attendance has been required of all who retain their membership in the schools. The per cent. of attendance has been advanced from 60 to about 95 per cent. within a period of six years. This regulation of the board, carried out with a good degree of discretion by the teachers, has been the principal agency in securing so desirable a result. The number suspended during the year for absence was 564; the number restored, upon assurance of amendment from parents or guardians, was 436.

### EVENING SCHOOLS

Were opened November 7, 1868, and continued in session sixteen weeks. The total enrollment of different pupils was 215. The expense incurred for tuition alone was $659, an average of $3 06 on the total enrollment of pupils, and of $5 90 on the average number belonging.

### INSTRUCTION IN THE GERMAN LANGUAGE

Has been given to all pupils whose parents have desired it. The number who received instruction, exclusive of the high school, was 866. The average number who continued the study throughout the entire year was 642.

### THE INDIANAPOLIS TRAINING SCHOOL

Was organized March 1, 1867. It is no longer considered an experiment, but a department of the public schools, established on a permanent basis. Its influence on the methods of teaching, especially on the primary grades of the schools, has been most salutary. In the early history of the school, doubts were entertained in regard to its usefulness, by persons who supposed that the children were to be used as a kind of passive material upon which unlettered and inexperienced young women were to practice and experiment. But this is by no means the case, for all the pupil-teachers who have been admitted to the school have passed the same examination that would follow an application to enter the schools as a regular teacher.

Rev. Dr. Mayo, a member of the committee, in an address delivered before the teachers of Hamilton County, Ohio, refers, in the following language, to the Indianapolis Training School:

"Last Monday it was my privilege to spend half a day in the examination of what is doubtless the most complete training school in the Western States.

"In the upper room of a well-constructed school-house I found a quiet, self-possessed young woman standing before a group of half a dozen girls, in familiar conversation upon their forenoon's work as teachers of the five hundred children in the rooms below. Their conversation ranged through the whole realm of the life of childhood, striving to analyze its faculties, comprehend its wants, and get into perfect sympathy with its mysterious inward life. Each of the girls told her experience with her class as earnestly as if she knelt at the confessional, under the eye of a criticism as decided as it was sympathetic and kind. Below I saw the working half of the class of pupil-teachers conducting the various exercises of instruction. Through these rooms moved three critic teachers, noting everything, advising, preparing to report in due time to the quiet little lady above.

"In one room a charming model school was permanently kept by an experienced

young woman. One man, with the title of superintendent, was responsible for the order of the little community, and assisted in the teaching of the older classes.

"I looked with delight, too deep for expression, upon that beautiful spectacle of a school where five hundred children are taught by these twenty girls, who themselves are learning the finest art of modern life. I marked the deep enthusiasm, the blended firmness, self-possession, and gentleness, the sweet spirit of co-operation, with which they went about their duty. I saw in their faces that they felt that they had chosen the better part, were living for a purpose, and not troubled overmuch about their position in American society."

Lessons in music are given in all grades above the primary, by music teachers, two each week of half an hour duration. The first year pupils are taught to sing simple songs by rote; the second year, some of the principles of musical notation are taught; the third year, the tones of the scale and their names, notes and names, syllables, double measure, &c. It is believed that music can be more successfully taught in the primary grades by the teachers of the schools in one short lesson each day than by a lesson from a music teacher twice a week.

### COLORED CHILDREN,

According to the provisions of the law, are to be taught in separate schools. The board has, therefore, set apart two school-houses for their use. "Though they have been for some time out of use," says the report, "by reason of their unfitness, they can be made quite as comfortable as several of our other houses, and will accommodate 340 of the 621 who are of school age, provided those of the D primary grade, as in the other schools, attend but half a day."

### PRIVATE SCHOOLS.

There are in the city thirteen private schools, employing 37 teachers, with an average number of 1,811 pupils—857 boys and 954 girls. Adding this number to the daily attendance in the public schools, we have 5,186, which, deducted from the school population of the city, gives, as the average number who did not from day to day attend any school, 3,838. Less than one-third of those children who have a right to attend the public schools are found in them, and less than one-half of the school population of the city attend any school.

*Table of statistical details of schools in Indiana.*

Hon. B. C. HOBBS, *superintendent of public instruction, Indianapolis.*

### CITY SUPERINTENDENTS.

| City. | Name. | City. | Name. |
|---|---|---|---|
| Fort Wayne | J. H. Smart. | Evansville | Alexander M. Gow. |
| Terre Haute | William H. Wiley. | La Fayette | J. T. Merrill. |
| Greencastle | E. P. Cole. | Peru | D. E. Hunter. |
| Elkhart | J. K. Waltz. | Bloomington | George W. Lee. |
| Winchester | John Cooper. | Milton | W. E. Ruble. |
| Knightstown | Charles Hewett. | Logansport | Sheridan Cox. |
| Gosport | H. H. Boyce. | Rockville | E. B. Dyke. |
| Cambridge City | John M. Coyner. | Vincennes | A. W. Jones. |
| Connersville | J. L. Rippetoe. | Seymour | J. C. Housekeeper. |
| Pendleton | H. L. Rust. | | |

Each county has a school examiner, who, to a certain extent, is a superintendent.

*Table showing the number and kind of school-houses in each county, the value of school property, estimated special school tax, number of books belonging to township libraries, the number taken out for use during the year, and the number added, the amount paid to trustees for managing educational matters, and number and cost of school-houses built during the year ending August 31, 1868, as shown by examiner's reports to the superintendent of public instruction.*

| Number. | COUNTIES. | NUMBER OF SCHOOL HOUSES. | | | | | Estimated value of school-houses, including grounds, seats, &c. | Estimated value of school apparatus, viz., globes, maps, &c. | Total estimated value of school property. | Estimated amount of special school tax. | Number of volumes in township library. | Number of volumes taken out during the year. | Volumes added to library. | Amount paid trustees for managing educational matters. | Number of school-houses erected during the year | Value of school houses erected during the year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Stone. | Brick. | Frame. | Log. | Total. | | | | | | | | | | |
| 1 | Adams | ..... | ..... | 64 | 23 | 87 | $26,000 00 | $1,770 00 | $27,770 00 | $4,896 75 | 2,240 | 988 | 21 | $245 50 | 1 | $1,025 00 |
| 2 | Allen | ..... | 12 | 145 | 16 | 173 | 184,662 00 | 6,005 00 | 190,667 00 | 23,877 00 | 5,077 | 4,105 | 40 | 406 85 | 11 | 59,444 73 |
| 3 | Bartholomew | ..... | 24 | 67 | 3 | 94 | 82,450 00 | 3,570 00 | 86,020 00 | 15,364 46 | 3,054 | ..... | 193 | 770 00 | 3 | 5,400 00 |
| 4 | Benton | ..... | ..... | 34 | ..... | 34 | 15,150 00 | 970 00 | 16,157 00 | 2,769 23 | 1,569 | 827 | ..... | ..... | ..... | 725 00 |
| 5 | Blackford | ..... | 2 | 33 | 10 | 45 | 18,985 00 | 900 00 | 19,885 00 | 2,709 79 | 2,085 | 432 | ..... | 75 00 | 3 | 975 00 |
| 6 | Boone | ..... | 1 | 108 | 3 | 112 | 45,300 00 | 1,910 00 | 47,210 00 | 6,144 45 | 3,776 | 1,277 | 138 | 549 94 | 3 | 3,671 00 |
| 7 | Brown | ..... | ..... | 14 | 49 | 63 | 10,116 00 | 235 00 | 10,351 00 | 2,540 00 | 1,493 | 635 | ..... | 261 00 | 5 | 1,850 00 |
| 8 | Carroll | ..... | ..... | 88 | 6 | 94 | 44,105 00 | 1,790 10 | 45,895 00 | 10,419 33 | 3,849 | 1,174 | ..... | 339 00 | 4 | 4,946 00 |
| 9 | Cass | ..... | ..... | 74 | 3 | 83 | 67,605 00 | 689 00 | 70,294 00 | 9,573 58 | 3,234 | 1,867 | ..... | 651 00 | 2 | 2,717 00 |
| 10 | Clark | ..... | 2 | 64 | 16 | 84 | 49,148 00 | 480 35 | 51,628 35 | 7,446 19 | 3,653 | 1,430 | 114 | 777 70 | 2 | 2,110 00 |
| 11 | Clay | ..... | 6 | 64 | 11 | 81 | 33,800 00 | 810 00 | 36,610 00 | 6,446 00 | 1,824 | 471 | 77 | 647 00 | 1 | 340 00 |
| 12 | Clinton | ..... | ..... | 101 | 4 | 105 | 45,600 00 | 825 00 | 46,425 00 | 6,637 00 | 3,334 | 1,081 | 46 | 425 75 | ..... | ..... |
| 13 | Crawford | ..... | 1 | 59 | 39 | 99 | 14,600 00 | 666 50 | 15,266 50 | 1,156 17 | 2,521 | 1,330 | 69 | 313 00 | 1 | 1,098 50 |
| 14 | Daviess | ..... | 1 | 71 | 15 | 87 | 33,850 00 | 495 00 | 33,345 00 | 10,071 34 | 3,191 | 1,025 | ..... | ..... | 3 | 3,190 00 |
| 15 | Dearborn | ..... | 7 | 83 | 1 | 91 | 112,500 00 | 4,275 00 | 116,775 00 | 14,020 00 | 5,504 | 1,661 | ..... | 1,005 75 | 3 | 6,000 00 |
| 16 | Decatur | ..... | ..... | 93 | 1 | 94 | 70,410 00 | 2,510 00 | 72,920 00 | 15,713 38 | 4,299 | 1,194 | ..... | 658 75 | 1 | 2,495 00 |
| 17 | DeKalb | ..... | 3 | 113 | 1 | 117 | 61,865 00 | 2,142 00 | 64,015 00 | 8,282 75 | 4,433 | 2,269 | 68 | 246 50 | 3 | 2,283 00 |
| 18 | Delaware | ..... | 4 | 119 | 8 | 123 | 68,160 00 | 2,670 00 | 71,830 00 | 12,870 11 | 4,092 | 2,933 | 50 | 100 00 | 3 | 2,675 00 |
| 19 | Dubois | ..... | ..... | 43 | 14 | 57 | 29,030 00 | 370 00 | 31,400 00 | 6,081 58 | 3,024 | 854 | 121 | 457 81 | 5 | 2,028 75 |
| 20 | Elkhart | ..... | ..... | 111 | 26 | 137 | 158,205 00 | 3,970 00 | 162,181 00 | 10,893 00 | 4,121 | 1,046 | 49 | 594 67 | 11 | 11,357 75 |
| 21 | Fayette | ..... | 3 | 48 | ..... | 51 | 43,350 00 | 1,330 00 | 44,680 00 | 7,518 61 | 2,707 | 691 | 49 | 480 00 | ..... | ..... |
| 22 | Floyd | ..... | 11 | 34 | ..... | 45 | 91,800 00 | 1,650 00 | 93,450 00 | 25,557 14 | 2,693 | 4,290 | ..... | 175 00 | ..... | ..... |
| 23 | Fountain | ..... | ..... | 92 | 8 | 100 | 71,300 00 | 3,570 00 | 74,970 00 | 9,163 60 | 4,248 | 2,305 | 221 | 1,279 30 | 3 | 17,960 00 |
| 24 | Franklin | ..... | 21 | 77 | 3 | 101 | 80,140 00 | 2,525 00 | 82,665 00 | 5,072 83 | 4,233 | 2,933 | 80 | 577 00 | 1 | 715 00 |
| 25 | Fulton | ..... | ..... | 81 | ..... | 81 | 34,050 00 | 940 00 | 34,990 00 | 4,769 43 | 1,846 | 397 | 154 | 638 00 | 3 | 1,700 00 |
| 26 | Gibson | ..... | 1 | 77 | 10 | 88 | 46,600 00 | 2,775 00 | 49,375 00 | 11,940 00 | 3,993 | 850 | ..... | 198 00 | 4 | 1,950 00 |
| 27 | Grant | ..... | 5 | 93 | 19 | 117 | 58,600 00 | 3,870 00 | 62,470 00 | 7,193 83 | 3,999 | 1,934 | 105 | 1,228 00 | 5 | 3,900 00 |
| 28 | Greene | ..... | 3 | 69 | 57 | 129 | 36,925 00 | 3,550 00 | 41,465 00 | 11,134 83 | 3,775 | 1,946 | 128 | 538 50 | 6 | 4,220 75 |
| 29 | Hamilton | ..... | ..... | 118 | 8 | 126 | 61,014 00 | 4,211 00 | 65,225 00 | 10,870 59 | 4,038 | 2,538 | 33 | 408 25 | 6 | 6,210 75 |
| 30 | Hancock | ..... | ..... | 86 | 2 | 88 | 45,800 00 | 1,645 00 | 47,445 00 | 8,667 74 | 2,895 | 1,393 | 114 | 861 75 | 3 | 3,005 00 |
| 21 | Harrison | ..... | ..... | 97 | 13 | 110 | 40,085 00 | 1,792 00 | 41,857 00 | 6,149 00 | 3,132 | 2,361 | 96 | 292 00 | 5 | 2,800 00 |
| | | | | | | | | | | | | | | 885 15 | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | Henry | ..... | 5 | 95 | ..... | 100 | 76,193 00 | 3,230 00 | 79,423 00 | 13,353 33 | 4,811 | 2,274 | 206 | 436 15 | 5 | 6,002 35 |
| 33 | Hendricks | ..... | 6 | 96 | ..... | 102 | 57,833 00 | 2,090 00 | 59,923 00 | 13,590 00 | 3,465 | 2,149 | 60 | 567 00 | 5 | 5,989 00 |
| 34 | Howard | ..... | 3 | 75 | 10 | 88 | 42,800 00 | 2,515 00 | 45,315 00 | 10,549 43 | 2,565 | 1,000 | 23 | 300 00 | 4 | 2,506 00 |
| 35 | Huntington | 1 | 3 | 91 | 14 | 100 | 58,320 00 | 4,180 00 | 62,500 00 | 9,885 29 | 3,598 | 1,756 | ..... | 484 00 | 3 | 3,425 00 |
| 36 | Jackson | 4 | 83 | 13 | 100 | 60,000 00 | 2,010 00 | 62,010 00 | 10,960 00 | 3,321 | 1,189 | 58 | 665 00 | 4 | 5,950 00 |
| 37 | Jasper | ..... | 39 | 8 | 47 | 23,620 00 | 940 00 | 24,560 00 | 5,059 59 | 1,376 | 376 | ..... | 180 00 | 3 | 1,900 00 |
| 38 | Jay | ..... | 3 | 80 | 16 | 99 | 51,350 00 | 2,295 00 | 53,645 00 | 7,724 30 | 2,719 | 840 | 25 | 303 00 | 3 | 1,635 00 |
| 39 | Jefferson | 32 | 8 | 66 | ..... | 106 | 88,975 00 | 2,205 00 | 91,180 00 | 4,081 00 | 2,678 | 17,078 | 55 | 455 00 | 5 | 10,100 00 |
| 40 | Jennings | ..... | 7 | 85 | 12 | 104 | 42,900 00 | 2,415 00 | 45,315 00 | 4,650 00 | 2,891 | 1,982 | 36 | 283 00 | 4 | 9,225 00 |
| 41 | Johnson | ..... | ..... | ..... | ..... | ..... | 26,240 00 | 1,120 00 | 27,370 00 | ..... | 2,065 | 955 | 63 | ..... | 9 | 8,290 00 |
| 42 | Knox | ..... | 11 | 67 | 8 | 86 | 61,150 00 | 2,680 00 | 63,830 00 | 6,695 00 | 2,269 | 1,966 | ..... | 849 75 | 5 | 1,385 00 |
| 43 | Kosciusko | ..... | 3 | 150 | ..... | 153 | 70,308 00 | 3,733 00 | 74,041 00 | 14,997 39 | 3,571 | 819 | ..... | 355 00 | 4 | 2,300 00 |
| 44 | Lagrange | ..... | 1 | 98 | 2 | 101 | 45,918 00 | 2,605 00 | 48,523 00 | 6,069 26 | 2,400 | 833 | 28 | 170 00 | 6 | 3,918 00 |
| 45 | Lake | ..... | 4 | 72 | 1 | 77 | 45,200 00 | 2,150 00 | 48,350 00 | 1,710 00 | 1,726 | 777 | 20 | 430 50 | 5 | 8,343 00 |
| 46 | Laporte | ..... | 12 | 98 | 3 | 113 | 114,358 00 | 4,549 00 | 118,907 00 | ..... | 3,751 | 2,023 | 72 | 605 00 | 7 | 7,132 00 |
| 47 | Lawrence | 1 | 2 | 83 | 5 | 91 | 35,200 00 | 1,410 00 | 36,610 00 | 8,199 28 | 3,420 | 1,348 | 39 | 443 00 | 4 | 2,715 00 |
| 48 | Madison | ..... | 3 | 112 | 9 | 124 | 84,600 00 | 1,835 00 | 86,435 00 | 7,762 52 | 3,282 | 1,470 | 70 | 460 00 | 6 | 4,454 00 |
| 49 | Marion | ..... | 19 | 103 | ..... | 122 | 340,848 50 | 7,900 00 | 348,748 50 | 73,215 16 | 4,800 | 5,209 | 13 | 555 00 | 6 | 44,831 00 |
| 50 | Marshall | ..... | ..... | 111 | 5 | 116 | 55,375 00 | 3,300 00 | 58,765 00 | 10,940 00 | 1,870 | 847 | ..... | 80 00 | 9 | 6,571 00 |
| 51 | Martin | ..... | ..... | 31 | 33 | 64 | 14,719 00 | 817 50 | 15,536 50 | ..... | 2,365 | 466 | ..... | ..... | 6 | 1,450 00 |
| 52 | Miami | ..... | 14 | 92 | 20 | 126 | 69,465 00 | 5,520 50 | 74,985 50 | 6,649 39 | 2,773 | 628 | 69 | 462 88 | 4 | 2,305 00 |
| 53 | Monroe | ..... | 9 | 56 | 16 | 81 | 40,010 00 | 1,982 00 | 41,992 00 | 7,678 28 | 3,562 | 805 | 58 | 611 00 | 6 | 3,955 00 |
| 54 | Montgomery | ..... | 3 | 115 | 1 | 119 | 72,300 00 | 2,700 00 | 75,000 00 | 16,980 14 | 4,536 | 2,937 | 78 | 600 00 | 3 | 2,800 00 |
| 55 | Morgan | ..... | 3 | 103 | ..... | 106 | 53,560 00 | 1,330 00 | 54,890 00 | 11,495 18 | 2,945 | 1,256 | 68 | 945 00 | 5 | 18,025 00 |
| 56 | Newton | ..... | ..... | 29 | 3 | 32 | 15,125 00 | 550 00 | 15,675 00 | 4,177 26 | 166 | 60 | ..... | 152 50 | 3 | 2,400 00 |
| 57 | Noble | 1 | 4 | 114 | 3 | 121 | 90,550 00 | 3,230 00 | 93,780 00 | 10,620 35 | 2,065 | 1,136 | 32 | 227 00 | 2 | 1,750 00 |
| 58 | Ohio | ..... | 1 | 28 | ..... | 29 | 10,500 00 | 1,070 00 | 11,570 00 | 1,010 00 | 1,934 | 760 | 17 | 136 00 | ..... | ..... |
| 59 | Orange | ..... | 1 | 69 | 5 | 75 | 36,857 25 | 3,015 75 | 39,873 00 | 7,307 94 | 3,911 | 1,353 | 18 | 447 50 | 6 | 4,693 47 |
| 60 | Owen | ..... | 2 | 95 | 8 | 105 | 34,640 00 | 2,083 00 | 36,723 00 | 4,859 58 | 3,826 | 1,477 | 32 | 470 00 | 6 | 2,110 00 |
| 61 | Parke | ..... | 2 | 112 | ..... | 114 | 81,229 00 | 4,652 00 | 85,881 00 | 11,873 07 | 2,799 | 2,111 | ..... | 442 50 | 5 | 4,745 00 |
| 62 | Pike | ..... | 1 | 39 | 34 | 74 | 18,912 00 | 2,111 00 | 21,023 00 | 1,495 00 | 2,864 | 1,137 | 83 | 461 00 | ..... | ..... |
| 63 | Perry | 2 | 4 | 26 | 48 | 80 | 52,710 00 | 4,835 00 | 57,545 00 | 6,511 00 | 2,468 | 1,238 | 70 | 719 75 | 3 | 15,510 00 |
| 64 | Porter | ..... | 8 | 76 | 2 | 86 | 44,596 00 | 2,920 00 | 47,516 00 | 8,465 00 | 1,659 | 462 | 68 | 283 50 | 5 | 4,648 00 |
| 65 | Posey | ..... | 2 | 37 | 25 | 64 | 25,705 00 | 1,070 00 | 26,775 00 | 2,965 04 | 2,924 | 1,145 | 25 | 314 00 | 7 | 21,919 00 |
| 66 | Pulaski | ..... | ..... | 47 | 15 | 62 | 20,300 00 | 1,870 00 | 22,170 00 | 1,062 00 | 1,583 | 641 | 34 | 283 30 | 2 | 850 00 |
| 67 | Putnam | ..... | 4 | 118 | 8 | 130 | 60,190 00 | 2,509 00 | 62,699 00 | 13,931 28 | 4,623 | 1,178 | 71 | 1,342 05 | 10 | 19,141 00 |
| 68 | Randolph | ..... | 11 | 114 | ..... | 125 | 128,500 00 | 3,427 00 | 131,927 00 | 14,266 67 | 3,716 | 1,353 | 77 | 732 50 | 5 | 3,170 00 |
| 69 | Ripley | 4 | 11 | 93 | 3 | 111 | 44,200 00 | 2,350 00 | 46,550 00 | 4,013 25 | 4,261 | 1,713 | 69 | ..... | 2 | 1,795 00 |
| 70 | Rush | ..... | 1 | 102 | ..... | 103 | 74,300 00 | 1,980 00 | 76,280 00 | 5,347 00 | 3,796 | 2,356 | 72 | 514 50 | ..... | ..... |
| 71 | Scott | ..... | 2 | 36 | 4 | 42 | 17,200 00 | 790 00 | 17,990 00 | 3,243 25 | 881 | 503 | ..... | 314 37 | 2 | 1,750 00 |
| 72 | Shelby | ..... | 12 | 99 | 3 | 114 | 89,500 00 | 3,920 00 | 93,420 00 | 13,884 31 | 4,395 | 1,817 | 194 | 708 25 | 4 | 3,350 00 |
| 73 | Spencer | ..... | 2 | 95 | 6 | 103 | 51,494 00 | 2,075 00 | 53,569 00 | 10,493 03 | 2,499 | 1,369 | 56 | 478 92 | 5 | 15,219 00 |
| 74 | Starke | ..... | ..... | 20 | 9 | 29 | 8,595 00 | 545 00 | 9,140 00 | 1,596 00 | 962 | 176 | 10 | 32 50 | 2 | 1,050 00 |
| 75 | Steuben | ..... | 1 | 83 | 2 | 86 | 48,395 00 | 3,001 00 | 51,396 00 | 3,276 42 | 2,407 | 508 | 10 | 38 00 | 3 | 2,350 00 |
| 76 | St. Joseph | ..... | 18 | 81 | 3 | 102 | 99,000 00 | 2,070 00 | 101,070 00 | 9,448 44 | 3,371 | 4,163 | 122 | 281 00 | 2 | 1,250 00 |
| 77 | Sullivan | ..... | 7 | 62 | 27 | 96 | 43,100 00 | 920 00 | 44,020 00 | 4,600 00 | 3,598 | 1,584 | 64 | 847 75 | 6 | 3,660 00 |
| 78 | Switzerland | 3 | 7 | 53 | 9 | 72 | 38,000 00 | 1,110 00 | 39,110 00 | 7,745 97 | 2,764 | 770 | ..... | 127 00 | 4 | 2,470 00 |
| 79 | Tippecanoe | ..... | 15 | 99 | ..... | 114 | 133,600 00 | 5,294 00 | 138,894 00 | 33,615 70 | 3,038 | 2,046 | 80 | 1,015 00 | 7 | 8,250 00 |
| 80 | Tipton | ..... | 1 | 45 | 19 | 65 | 30,000 00 | 1,600 00 | 31,600 00 | 874 20 | 1,698 | 400 | 50 | 917 50 | 4 | 4,000 00 |
| 81 | Union | ..... | 4 | 37 | ..... | 41 | 28,025 00 | 1,275 00 | 29,300 00 | 4,355 20 | 2,394 | 420 | 21 | 137 00 | ..... | ..... |
| 82 | Vanderburg | ..... | 9 | 39 | 8 | 56 | 168,450 00 | 1,422 00 | 109,872 00 | 26,563 21 | 3,669 | 1,619 | ..... | 1,146 95 | 5 | 62,200 00 |
| 83 | Vermillion | ..... | 2 | 55 | 1 | 58 | 48,735 00 | 2,450 00 | 51,185 00 | 6,326 85 | 2,035 | 273 | ..... | 283 00 | 2 | 1,580 00 |

*Table showing the number and kind of school-houses in each county in the State of Indiana, &c.*—Continued.

| Number. | COUNTIES. | NUMBER OF SCHOOL-HOUSES. | | | | | Estimated value of school-houses, including grounds, seats, &c. | Estimated value of school apparatus, viz., globes, maps, &c. | Total estimated value of school property. | Estimated amount of special school tax. | Number of volumes in township library. | Number of volumes taken out during the year. | Volumes added to library. | Amount paid trustees for managing educational matters. | Number of school-houses erected during the year. | Value of school-houses erected during the year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Stone. | Brick. | Frame. | Log. | Total. | | | | | | | | | | |
| 84 | Vigo | ..... | 9 | 83 | 7 | 99 | $125,580 00 | $3,209 25 | $128,789 25 | $27,770 00 | 3,974 | 1,995 | 20 | $553 75 | 4 | $2,200 00 |
| 85 | Wabash | ..... | 2 | 124 | 4 | 130 | 79,050 00 | 2,530 00 | 81,580 00 | 13,524 77 | 3,326 | 1,245 | 114 | 580 00 | 4 | 2,118 00 |
| 86 | Warren | 1 | 7 | 69 | 1 | 78 | 47,778 00 | 2,275 00 | 50,053 00 | 8,125 00 | 2,199 | 695 | 251 | 555 00 | 6 | 8,500 00 |
| 87 | Warrick | ..... | 6 | 73 | 13 | 92 | 52,400 00 | 2,495 00 | 54,895 00 | 13,258 32 | 2,154 | 826 | 104 | 520 00 | 24 | 10,775 00 |
| 88 | Washington | ..... | 6 | 97 | 7 | 110 | 35,050 00 | 716 30 | 35,766 30 | 5,449 06 | 3,959 | 1,807 | 20 | 612 00 | 4 | 1,330 60 |
| 89 | Wayne | ..... | 89 | 27 | ..... | 116 | 167,600 00 | 3,875 00 | 171,475 00 | 29,281 00 | 6,030 | 2,307 | 178 | 700 00 | 2 | 2,500 00 |
| 90 | Wells | ..... | 5 | 77 | 20 | 102 | 43,904 00 | 1,820 00 | 45,724 00 | 6,075 94 | 3,141 | 1,380 | 114 | 295 00 | 4 | 2,500 00 |
| 91 | White | ..... | 1 | 62 | 4 | 67 | 49,605 00 | 1,905 00 | 51,510 00 | 1,127 00 | 1,932 | 285 | 20 | 386 50 | 4 | 3,160 00 |
| 92 | Whitley | ..... | 2 | 88 | 9 | 99 | 42,958 85 | 1,668 00 | 44,626 85 | 8,154 17 | 2,743 | 578 | 126 | 247 50 | 5 | 14,891 16 |
| | Totals | 74 | 592 | 6,906 | 831 | 8,403 | 5,602,826 80 | 225,676 15 | 5,826,502 95 | 866,321 34 | 282,892 | 140,279 | 5,190 | 43,598 39 | 424 | 587,563 49 |

The number of children in the State, between the ages of six and twenty-one, in 1868, was 592,876. The whole amount appropriated to the several counties was $1,414,614 02.

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## IOWA.

The superintendent of public instruction, Hon. A. S. Kissell, in his report for 1870, gives the following statistics:

| | | Increase for the year. |
|---|---|---|
| Number of district townships in 1869 | 1,462 | 50 |
| Number of sub-districts | 6,773 | 363 |
| Number of persons between the ages of five and twenty-one; males, 215,812; females, 202,356 | 418,168 | 24,538 |
| Number of schools | 6,788 | 349 |
| Number of graded schools | 221 | 9 |
| Number of pupils attending school | 296,138 | 17,131 |
| Average attendance | 178,329 | 17,556 |
| Number of teachers employed: males, 4,479; females, 7,515 | 11,994 | 1,025 |
| Average compensation of male teachers per week | $9 24 | $0 41 |
| Average compensation of female teachers per week | 6 79 | 0 37 |
| Average number of months of school | 6.6 | 0.2 |
| Aggregate amount paid teachers | $1,438,964 04 | $108,140 51 |
| Number of school-houses: brick, 527, stone, 229; frame, 5,192; log, 459 | 6,407 | 407 |
| Value of school-houses | $5,295,364 45 | $977,075 43 |
| Amount of district tax for building and purch'g grounds. | 919,366 52 | 29,785 45 |
| Amount of district tax for repairing and furnishing | 250,802 96 | 28,924 53 |
| Amount of district tax for library and apparatus | 22,518 08 | |
| Amount of district tax for rent of school buildings | 13,665 63 | |
| Amount of district tax for fuel | 150,648 56 | 16,239 93 |
| Amount of district tax for pay of secretary and treasurer. | 50,870 96 | 6,036 30 |
| Amount of district tax for teacher's fund | 1,106,040 21 | 251,002 14 |
| Apportionment of temporary school fund | 35,987 21 | |
| Number of volumes in school district libraries | 8,932 | 156 |
| Value of school apparatus | $79,178 05 | |

In this State every civil township is a school district, and is divided by the trustees into sub-districts. Each district holds an annual meeting, elects a chairman and secretary, decides by vote upon the purchase and sale of sites and school-houses, branches to be taught in schools, &c.; they have power to vote a tax not exceeding five mills on a dollar of valuation for school purposes.

The sub-districts hold annual meetings, choose officers called sub-directors, who constitute a board of district directors, with corporate powers to fix the sites of school-houses and establish schools, make estimates of money necessary to keep school the legal term of twenty-four weeks, and certify the amount to the board of supervisors, which board causes such tax to be levied and collected. Each sub-director has charge of the school affairs of his district, hires teachers, reports to the board, &c.

There is a county superintendent elected for two years, whose duty it is to examine and license teachers, visit and supervise schools, &c.

There is a superintendent of public instruction elected by the people for two years, who is charged with a general supervision of all the county superintendents and all the common schools of the State.

The school revenue is derived from lands granted to the United States for schools, the 500,000 acres granted by Congress to new States, all escheats, percentage on sales of land in the State, money paid for exemption from military duty, and fines for breach of penal laws. The school fund is under the control of the general assembly.

The school fund is not accumulating as its friends could wish. Its investments have been largely made in such a manner that annual losses will always be likely to occur, so long as the present system of investment exists. The proper steps should be taken to avoid this annual loss to the fund, as well as of the annual interest, the loss of which was $34,745 41 greater in 1869 than in 1868.

As the school laws make it the duty of boards of directors to manage school funds and property, one of their leading qualifications, next to integrity, should be business ability. But it is a notable fact that persons are often chosen for these positions without any reference to financial ability, or even common prudence. In 1859 the existing school property was valued at $1,213,454 94. There has been raised since that time, by

taxation, for building school-houses and purchasing apparatus, $4,378,074 09. This would give, in 1869, $5,591,529 03. But the estimate, according to returns this year, gives only $5,374,542 50 as the value of school property, a difference of $216,986 53.

It is earnestly recommended that a State normal school be established at an early day. At the last meeting of the State Teachers' Association a unanimous vote was given to memorialize the legislature on the subject. The people feel the need of the school, and are ready for the appropriation of the requisite funds.

Much importance is attached to the training in music which is given in many of the graded schools. The old practice of rote singing is discarded, and "Blackman's Graded Songs" have been introduced. These lessons are so simplified and graded that the youngest child can understand them.

In some of the larger towns of the State evening schools have been organized, and are efficiently conducted under the supervision of the boards of these school districts, and are supported out of the common school fund. They are attended by mechanics, apprentices, female domestics, both native and foreign born, and other classes of the people who are debarred from the day-school, and no scholars connected with the schools are found so eager as these to learn. It is urged that the facilities for these schools should be increased, and that they should be extended throughout the State.

There are 53 colleges and academies in the State, with 4,728 students attending, and 72 private and denominational schools, with 4,200 pupils. The number of teachers employed in colleges, academies, and private schools is 312.

*Table of statistical details of schools in Iowa.*

| Names of counties. | No. of school-houses and of what material constructed. | | | | Value of school-houses in each county. | AMOUNT RECEIVED FROM DISTRICT TAX. | | | | | | | Amounts received from clerk's apportionment. | | Number of volumes in district libraries. | Value of apparatus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | School-house fund. | | Contingent fund. | | | | Teachers' fund. | | | | |
| | Brick. | Stone. | Frame. | Log. | | For build'g school-houses and purchasing grounds. | For district libraries and apparatus. | For rent of school-houses. | For repairing and furnishing school-houses. | For fuel. | For compensation of secretary and treasurer. | For payment of teachers. | County tax and income of permanent school fund. | Temporary school fund, (fines and forfeitures.) | | |
| Adair | ..... | ..... | 31 | 2 | $24,069 75 | $2,911 67 | $476 40 | $15 00 | $1,222 50 | $935 23 | $375 00 | $4,523 90 | $1,051 55 | $135 42 | 291 | $450 00 |
| Adams | ..... | ..... | 31 | ..... | 13,775 00 | 6,922 38 | ..... | 30 00 | 644 81 | 516 90 | 307 25 | 5,187 69 | 567 54 | 2,963 54 | 4 | 480 00 |
| Allamakee | 2 | 7 | 59 | 45 | 49,622 12 | 7,315 19 | 123 38 | 74 25 | 3,344 62 | 1,454 64 | 658 23 | 16,303 43 | 6,984 18 | ..... | 6 | 1,697 85 |
| Appanoose | 3 | ..... | 85 | 18 | 60,735 00 | 22,359 74 | 201 00 | 20 00 | 969 42 | 1,413 05 | 415 99 | 13,287 65 | 6,385 06 | 297 22 | ..... | 160 00 |
| Audubon | ..... | ..... | 10 | ..... | 2,300 00 | 44 70 | 50 00 | ..... | 293 70 | 127 25 | 105 00 | 2,375 00 | 626 31 | ..... | ..... | 125 00 |
| Benton | 2 | ..... | 141 | ..... | 113,725 50 | 18,037 13 | 268 42 | 195 00 | 6,741 68 | 3,959 13 | 1,099 11 | 23,138 02 | 8,311 58 | ..... | 438 | 906 00 |
| Black Hawk | 5 | 6 | 97 | 5 | 82,560 00 | 18,567 58 | 748 74 | 256 50 | 5,080 23 | 4,793 92 | 1,073 55 | 28,735 13 | 8,478 77 | ..... | 64 | 1,273 75 |
| Boone | 5 | ..... | 59 | 3 | 66,279 00 | 18,896 46 | ..... | 137 87 | 1,477 15 | 1,843 70 | 458 25 | 14,906 31 | 4,422 43 | 158 58 | ..... | 510 00 |
| Bremer | 3 | 6 | 67 | 4 | 42,035 00 | 14,108 23 | 309 87 | 244 00 | 3,165 68 | 1,676 84 | 364 75 | 12,153 73 | 990 17 | 115 27 | 5 | 1,666 00 |
| Buchanan | 5 | 5 | 99 | 3 | 75,157 86 | 10,351 30 | 123 00 | 299 00 | 2,346 14 | 2,455 18 | 565 75 | 12,698 49 | 10,932 65 | ..... | 48 | 1,850 00 |
| Buena Vista | ..... | ..... | 3 | ..... | 1,550 00 | 738 76 | 25 00 | 55 00 | ..... | 39 10 | 67 50 | 678 75 | 1,170 86 | ..... | ..... | 25 00 |
| Butler | ..... | 4 | 65 | 4 | 34,680 00 | 6,757 51 | 87 00 | 48 00 | 1,371 19 | 2,015 67 | 571 00 | 11,957 97 | 4,939 88 | 15 00 | ..... | 1,216 00 |
| Calhoun | ..... | ..... | 10 | ..... | 4,680 00 | 4,689 09 | ..... | 197 00 | 423 29 | 596 26 | 181 23 | 2,015 17 | 2,323 20 | 42 52 | 124 | 75 00 |
| Carroll | ..... | ..... | 22 | ..... | 19,060 00 | 1,999 99 | 20 00 | 25 00 | 8,779 90 | 932 50 | 1,098 48 | 2,667 00 | ..... | ..... | ..... | ..... |
| Cass | 2 | ..... | 40 | ..... | 33,710 00 | 2,975 96 | 48 00 | 131 00 | 642 42 | 750 46 | 333 75 | 6,084 01 | 2,154 26 | 536 42 | ..... | 373 00 |
| Cedar | 10 | 1 | 115 | 8 | 89,105 00 | 14,174 40 | 343 00 | 432 91 | 4,432 16 | 4,196 20 | 991 40 | 25,188 72 | 8,882 32 | 5 00 | ..... | 221 89 |
| Cerro Gordo | ..... | 16 | 25 | ..... | 28,500 00 | 3,159 81 | 261 00 | 15 00 | 1,181 88 | 896 46 | 340 00 | 6,518 46 | 3,149 10 | 66 00 | 490 | 1,385 00 |
| Cherokee | 1 | ..... | 2 | 5 | 3,677 77 | 1,616 03 | 123 27 | 50 00 | ..... | 172 35 | 24 30 | 595 31 | ..... | ..... | ..... | 130 00 |
| Chickasaw | 1 | 1 | 63 | 2 | 30,830 00 | 4,261 74 | 221 68 | 193 00 | 1,479 76 | 1,736 79 | 527 37 | 7,570 17 | 2,665 78 | 93 02 | 20 | 1,355 00 |
| Clarke | 4 | ..... | 48 | 6 | 42,670 00 | 946 20 | ..... | 122 50 | 1,307 25 | 931 42 | 428 85 | 7,266 36 | 3,385 11 | ..... | ..... | 155 00 |
| Clay | ..... | ..... | 5 | ..... | 3,070 00 | 126 89 | 200 00 | 45 00 | 28 45 | 82 67 | 32 00 | 915 00 | 612 25 | ..... | ..... | 75 00 |
| Clayton | 16 | 23 | 79 | 28 | 107,523 00 | 14,266 16 | 3,575 80 | 2,335 00 | 4,341 75 | 2,568 39 | 976 98 | 23,816 03 | 15,322 05 | 1,443 43 | 24 | 4,063 50 |
| Clinton | 4 | 2 | 135 | ..... | 215,025 43 | 15,119 83 | 1,416 08 | 80 00 | 4,432 04 | 4,215 92 | 1,114 90 | 27,042 50 | 13,468 00 | ..... | 5 | 2,524 75 |
| Crawford | 8 | ..... | 14 | ..... | 19,000 00 | 4,166 10 | ..... | 35 00 | 790 00 | 498 00 | 508 09 | 5,885 98 | 1,564 05 | ..... | 2 | 775 00 |
| Dallas | 1 | ..... | 74 | 3 | 46,960 00 | 9,841 69 | 62 00 | 135 02 | 1,119 24 | 971 75 | 435 60 | 11,329 79 | 4,571 61 | ..... | ..... | 620 00 |
| Davis | 6 | ..... | 56 | 22 | 33,415 75 | 4,736 79 | ..... | ..... | 1,189 86 | 249 69 | 323 10 | 9,326 04 | 6,527 75 | ..... | ..... | 86 75 |
| Decatur | 6 | ..... | 38 | 30 | 34,630 00 | 4,357 99 | 25 00 | 5 00 | 1,609 06 | 1,002 93 | 408 51 | 10,606 13 | 4,513 72 | 2,192 39 | ..... | 975 00 |
| Delaware | 18 | 4 | 90 | ..... | 76,668 38 | 11,504 53 | 89 60 | 145 35 | 2,359 83 | 3,516 54 | 685 68 | 18,874 27 | 6,737 96 | 283 25 | 5 | 1,931 00 |
| Des Moines | 20 | 7 | 50 | 3 | 100,315 00 | 6,823 90 | 50 60 | 55 67 | 10,457 06 | 634 94 | 653 11 | 7,402 11 | 11,706 39 | 197 23 | 8 | 10 00 |
| Dickinson | ..... | ..... | 2 | 3 | *983 00 | 413 18 | ..... | 183 70 | 30 86 | 46 04 | 17 00 | 602 32 | 86 00 | ..... | ..... | ..... |
| Dubuque | 13 | 19 | 64 | 14 | 215,376 80 | 1,641 17 | 352 92 | 240 00 | 9,953 12 | 5,570 38 | 1,977 00 | 30,014 41 | 17,630 06 | 345 39 | 154 | 1,632 00 |

*Table of statistical details of schools in Iowa*—Continued.

| Names of counties. | No. of school-houses and of what material constructed. | | | | Value of school-houses in each county. | AMOUNT RECEIVED FROM DISTRICT TAX. | | | | | | | Amounts received from clerk's apportionment. | | Number of volumes in district libraries. | Value of apparatus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | School-house fund. | | Contingent fund. | | | | Teachers' fund. | | | | |
| | Brick. | Stone. | Frame. | Log. | | For build'g school-houses and purchasing grounds. | For district libraries and apparatus. | For rent of school-houses. | For repairing and furnishing school-houses. | For fuel. | For compensation of secretary and treasurer. | For payment of teachers. | County tax and income of permanent school fund. | Temporary school fund, (fines and forfeitures.) | | |
| Emmett | ..... | .... | 3 | 2 | $1,880 00 | $188 70 | ..... | $3 00 | $69 85 | $74 60 | $25 00 | $751 72 | $193 91 | ..... | ..... | ..... |
| Fayette | 9 | 4 | 99 | 15 | 77,497 00 | 17,647 16 | $285 00 | 66 50 | 1,497 19 | 2,844 41 | 911 96 | 21,579 29 | 9,818 62 | $291 73 | 5 | $1,050 50 |
| Foyld | 3 | 10 | 37 | 9 | 48,925 00 | 7,147 86 | 265 50 | 54 90 | 1,700 19 | 2,023 35 | 356 26 | 7,864 48 | 3,948 01 | ..... | ..... | 774 00 |
| Franklin | 2 | 4 | 35 | 1 | 43,700 00 | 7,896 85 | 170 00 | 48 00 | 3,074 84 | 1,608 32 | 563 50 | 10,147 73 | 2,009 73 | ..... | 252 | 868 00 |
| Frémont | 3 | .... | 46 | 1 | 36,662 00 | 8,413 44 | 772 19 | 30 00 | 2,488 36 | 907 99 | 337 95 | 11,703 15 | 4,250 00 | 125 50 | 50 | 1,950 94 |
| Greene | ..... | .... | 29 | .... | 19,725 00 | 3,692 97 | 19 62 | ..... | 962 69 | 205 16 | 330 00 | 6,426 80 | 6,934 56 | 12 91 | ..... | 175 00 |
| Grundy | ..... | .... | 47 | .... | 24,769 00 | 5,113 64 | 21 85 | 53 00 | 921 25 | 1,378 34 | 568 81 | 9,707 77 | 2,922 27 | ..... | 2 | 633 75 |
| Guthrie | 4 | .... | 52 | .... | 27,838 00 | 4,444 73 | 596 70 | 9 00 | 1,636 58 | 789 75 | 297 00 | 6,408 48 | 20,397 45 | ..... | 174 | 747 00 |
| Hamilton | 1 | .... | 32 | 1 | 24,561 00 | 6,264 75 | ..... | 6 00 | 1,553 77 | 950 35 | 462 02 | 6,983 91 | 1,962 05 | ..... | 34 | 217 00 |
| Hancock | ..... | .... | 13 | .... | 9,400 00 | 3,236 54 | 23 55 | ..... | 751 29 | 547 37 | 277 50 | 2,742 35 | 863 02 | ..... | 346 | 460 00 |
| Hardin | 6 | 4 | 63 | .... | 62,585 00 | 12,388 98 | 103 00 | 290 56 | 2,048 76 | 3,086 52 | 600 15 | 13,778 79 | 7,287 83 | ..... | ..... | ..... |
| Harrison | 3 | .... | 55 | 3 | 32,297 00 | 7,417 92 | 361 84 | 536 88 | 1,217 15 | 1,401 58 | 381 90 | 8,694 19 | 4,785 37 | 53 72 | 341 | 632 87 |
| Henry | 20 | 1 | 73 | 2 | 112,140 00 | 24,149 02 | ..... | 150 00 | 3,394 02 | 2,531 75 | 787 20 | 25,308 15 | ..... | ..... | 220 | 730 00 |
| Howard | 2 | 3 | 48 | 4 | 37,176 00 | 5,374 33 | 392 00 | 231 53 | 790 15 | 1,716 77 | 522 30 | 13,930 73 | 9,497 29 | 838 58 | 2 | 1,890 00 |
| Humboldt | 1 | 2 | 15 | .... | 9,100 00 | 3,093 09 | ..... | 27 25 | 912 61 | 312 75 | 138 00 | 2,491 87 | 925 88 | 45 00 | ..... | 283 00 |
| Ida | ..... | .... | 4 | .... | 3,500 00 | ..... | ..... | ..... | 400 00 | 52 50 | 20 00 | 1,482 00 | 1,540 67 | ..... | ..... | 18 00 |
| Iowa | 11 | .... | 86 | 1 | 102,641 02 | 6,102 14 | 558 90 | 15 50 | 5,828 16 | 2,356 14 | 741 11 | 13,923 35 | 7,128 91 | 58 52 | 814 | 931 00 |
| Jackson | 12 | 17 | 95 | 18 | 82,620 00 | 13,201 88 | ..... | 96 00 | 4,419 05 | 2,410 58 | 881 25 | 13,756 10 | 10,541 36 | 25 75 | 42 | 2,539 63 |
| Jasper | 6 | .... | 119 | 2 | 96,625 00 | 18,011 90 | 42 00 | 255 28 | 6,182 34 | 1,705 67 | 903 32 | 21,500 83 | 9,131 95 | ..... | 196 | 1,324 00 |
| Jefferson | 8 | .... | 70 | 5 | 82,045 00 | 18,895 93 | 95 38 | 10 00 | 2,908 45 | 1,289 26 | 228 37 | 14,288 86 | 7,755 40 | ..... | 640 | ..... |
| Johnson | 9 | 2 | 115 | 3 | 112,478 00 | 11,062 48 | 331 00 | 25 00 | 8,815 86 | 2,855 69 | 1,000 33 | 20,614 36 | 9,539 92 | 7,733 79 | 4 | 1,150 00 |
| Jones | 6 | 4 | 110 | 6 | 79,630 00 | 10,411 16 | 771 81 | 16 00 | 1,921 94 | 2,928 92 | 691 50 | 18,199 07 | 8,210 15 | 1 50 | 82 | 2,334 90 |
| Keokuk | 5 | 4 | 97 | 11 | 77,758 00 | 19,916 18 | 163 50 | 40 00 | 3,887 01 | 3,024 16 | 731 57 | 15,695 39 | 9,349 12 | ..... | 42 | 923 50 |
| Kossuth | 1 | .... | 11 | .... | 11,400 00 | 3,411 10 | 134 32 | 70 36 | 673 69 | 233 74 | 303 69 | 2,618 91 | 1,442 45 | ..... | 378 | ..... |
| Lee | 37 | 10 | 59 | 11 | 169,960 00 | 25,554 94 | ..... | 189 00 | 1,604 97 | 2,974 94 | 989 66 | 17,383 81 | 19,485 18 | 65 21 | ..... | 793 00 |
| Linn | 28 | 5 | 121 | 2 | 167,679 00 | 22,198 23 | 54 40 | 121 00 | 5,442 74 | 4,209 73 | 1,486 55 | 28,162 74 | 12,752 58 | ..... | 50 | 1,045 60 |
| Louisa | 6 | 1 | 58 | 4 | 40,260 50 | 7,366 86 | 641 89 | 102 00 | 2,472 16 | 1,904 90 | 596 10 | 14,865 93 | 4,535 07 | 209 39 | ..... | 765 00 |
| Lucas | 3 | .... | 60 | 3 | 46,571 00 | 5,380 48 | 234 40 | 11 00 | 2,792 31 | 936 09 | 459 78 | 6,976 84 | 4,856 23 | ..... | 11 | 232 40 |
| Madison | ..... | 16 | 61 | 4 | 79,580 28 | 12,940 72 | 347 81 | 54 00 | 4,343 17 | 1,806 30 | 599 45 | 11,689 75 | 4,981 76 | ..... | 212 | 1,230 00 |
| Mahaska | 12 | .... | 105 | 3 | 118,568 00 | 33,416 25 | 415 80 | 358 82 | 4,422 88 | 2,497 30 | 822 50 | 24,065 27 | 7,516 85 | ..... | 245 | 1,971 00 |
| Marion | 14 | .... | 77 | 13 | 76,866 00 | 13,560 50 | ..... | 112 50 | 2,178 07 | 1,337 75 | 800 01 | 13,933 48 | 7,762 24 | 2,657 22 | 7 | ..... |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Marshall | 18 | .... | 70 | 1 | 78,425 00 | 15,437 43 | 108 00 | 732 00 | 5,590 20 | 2,754 31 | 500 50 | 19,701 85 | 5,464 26 | 651 35 | 15 | 1,423 10 |
| Mills | 3 | .... | 40 | .... | 39,100 00 | 4,186 04 | 39 25 | 25 00 | 2,091 28 | 993 73 | 210 23 | 8,649 74 | 3,398 62 | ..... | 82 | 1,268 40 |
| Mitchell | 12 | 5 | 41 | 3 | 41,570 00 | 6,580 62 | 210 57 | 21 00 | 2,151 08 | 1,052 63 | 486 00 | 6,342 26 | 3,848 91 | ..... | ..... | 330 00 |
| Monona | 2 | .... | 32 | 3 | 21,678 50 | 2,282 70 | 208 55 | ..... | 853 07 | 450 03 | 154 00 | 4,391 00 | 2,088 62 | 29 00 | 179 | 1,554 60 |
| Monroe | 4 | 1 | 48 | 22 | 43,000 00 | 4,751 14 | 347 09 | ..... | 1,852 12 | 838 11 | 342 95 | 8,664 52 | 7,090 26 | 464 80 | 24 | 281 00 |
| Montgomery | 3 | 3 | 20 | 1 | 13,105 50 | 1,581 80 | 15 00 | 30 00 | 693 24 | 209 56 | 150 98 | 1,984 33 | 2,662 53 | ..... | 2 | 140 00 |
| Muscatine | 12 | 1 | 81 | .... | 95,151 00 | 9,689 19 | 653 00 | 1,217 50 | 4,382 21 | 4,200 91 | 703 42 | 26,145 58 | 10,474 50 | ..... | 300 | 1,290 50 |
| O'Brien | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Page | 1 | .... | 46 | 4 | 35,085 00 | 7,838 94 | 462 05 | 427 52 | 1,446 72 | 1,315 01 | 653 81 | 9,291 70 | 5,119 64 | 432 94 | ..... | 976 00 |
| Palo Alto | .... | .... | 2 | 6 | 3,725 00 | 1,969 25 | 60 00 | 9 00 | 51 15 | 105 25 | 133 00 | 186 00 | 130 00 | ..... | 1 | 156 00 |
| Plymouth | .... | .... | 5 | 2 | 2,263 00 | 1,075 89 | 107 30 | 3 00 | 444 85 | 117 75 | 56 75 | 579 14 | 244 71 | ..... | ..... | 172 30 |
| Pocahontas | 1 | .... | 10 | .... | 15 240 00 | 3,584 00 | 94 00 | 65 00 | 60 00 | 190 00 | 120 00 | 1,615 18 | 1,491 52 | ..... | ..... | 686 00 |
| Polk | 5 | .... | 94 | 4 | 181,229 50 | 73,648 13 | 648 44 | 265 60 | 10,559 68 | 3,085 31 | 1,479 63 | 17,959 69 | 13,075 58 | ..... | 534 | 143 00 |
| Potawatamie | 24 | 2 | 35 | 2 | 110,565 00 | 23,375 31 | 353 50 | 106 00 | 4,431 91 | 2,169 75 | 1,023 86 | 14,190 52 | 7,817 26 | ..... | 680 | 1,482 00 |
| Poweshiek | 1 | .... | 88 | .... | 73,967 40 | 12,445 99 | 326 40 | 20 00 | 3,000 23 | 2,254 95 | 845 32 | 16,023 52 | 6,762 05 | 3,067 09 | 64 | 951 00 |
| Ringgold | .... | .... | 52 | 6 | 20,288 00 | 8,374 10 | 150 00 | 6 00 | 740 00 | 249 90 | 174 00 | 8,360 04 | 2,176 06 | 2,953 90 | 43 | 1,640 00 |
| Sac | 1 | .... | 13 | .... | 8,200 00 | 800 50 | 360 70 | ..... | 824 35 | 532 05 | 190 59 | 3,518 64 | 174 47 | ..... | 501 | 540 00 |
| Scott | 12 | 6 | 86 | .... | 192,350 00 | 26,936 15 | 281 30 | 174 80 | 10,226 41 | 5,019 64 | 1,728 65 | 50,035 83 | 23,462 74 | ..... | 192 | 2,854 00 |
| Shelby | 9 | .... | 12 | .... | 13,545 00 | 2,632 38 | 161 25 | 34 00 | 2,045 33 | 518 41 | 234 00 | 4,179 73 | 2,983 94 | 91 15 | 27 | 665 00 |
| [illegible] | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| [illegible] | 3 | .... | 70 | 2 | 48,806 83 | 11,873 38 | 84 17 | ..... | 3,446 48 | 1,773 60 | 602 13 | 12,789 15 | 5,273 39 | ..... | 27 | 1,520 00 |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible]

*Table of statistical details of*

Hon. A. S. KISSELL, *superintendent*

COUNTY SUPER

*Whose term of office*

| County. | Name. | Post office. | No. of district townships and independent districts. | No. of sub-districts. | No. of persons between the ages of five and twenty-one years. | |
|---|---|---|---|---|---|---|
| | | | | | Males. | Females. |
| Adair | Rev. J. W. Peet | Fontenelle | 11 | 35 | 546 | 469 |
| Adams | Benjamin Widner | Quincy | 12 | 39 | 753 | 654 |
| Allamakee | Lensbel Eells | Waukon | 26 | 113 | 3,594 | 3,446 |
| Appanoose | Thomas Wentworth | Centerville | 21 | 112 | 3,373 | 3,056 |
| Audubon | David B. Beers | Oakfield | 3 | 9 | 184 | 173 |
| Benton | H. M. Hoon | Vinton | 23 | 157 | 4,114 | 3,791 |
| Black Hawk | E. G. Miller | Waterloo | 33 | 128 | 3,636 | 3,411 |
| Boone | L. W. Fisk | Moingona | 14 | 79 | 2,793 | 2,487 |
| Bremer | Chiles S. Harwood | Grove Hill | 17 | 88 | 2,265 | 2,055 |
| Buchanan | S. G. Pierce | Independence | 21 | 117 | 3,043 | 2,885 |
| Buena Vista | F. A. Blake | Peterson, (Clay Co.) | 1 | 6 | 77 | 75 |
| Butler | W. A. Lathrop | Butler Center | 17 | 87 | 1,733 | 1,587 |
| Calhoun | E. L. Hobbs | Twin Lakes | 4 | 18 | 291 | 227 |
| Carroll | Myron W. Beach | Glidden | 6 | 20 | 321 | 319 |
| Cass | E. D. Hawes | Lewis | 8 | 38 | 698 | 749 |
| Cedar | A. B. Oakley | Mechanicsville | 24 | 132 | 3,834 | 3,540 |
| Cerro Gordo | Asa S. Allen | Clear Lake | 10 | 24 | 644 | 617 |
| Cherokee | Oscar Chase | Cherokee | 4 | 9 | 180 | 162 |
| Chickasaw | W. P. Bennett | Bradford | 15 | 70 | 1,783 | 1,733 |
| Clarke | Jesse L. Adkins | Hopeville | 14 | 68 | 1,681 | 1,616 |
| Clay | Charles Carver | Spencer | 4 | 5 | 133 | 106 |
| Clayton | John Everall | Farmersburg | 31 | 150 | 5,142 | 4,872 |
| Clinton | Roswell B. Millard | Low Moor | 29 | 143 | 6,021 | 6,010 |
| Crawford | N. J. Wheeler | Denison | 5 | 25 | 391 | 345 |
| Dallas | Amos Dilley | Adel | 16 | 83 | 2,157 | 1,955 |
| Davis | Moses Downing | Troy | 17 | 83 | 3,302 | 3,107 |
| Decatur | W. C. Jackson | Leon | 19 | 81 | 2,464 | 2,186 |
| Delaware | John Kennedy | Colesburg | 21 | 111 | 3,193 | 3,054 |
| Des Moines | Thomas J. Trulock | Burlington | 22 | 70 | 5,272 | 4,907 |
| Dickinson | Joshua H. Pratt | Okoboji | 5 | 8 | 217 | 207 |
| Dubuque | J. J. E. Norman | Dubuque | 30 | 96 | 7,314 | 7,320 |
| Emmett | S. W. Brown | Estherville | 8 | 9 | 207 | 158 |
| Fayette | Marshall M. House | Douglas | 25 | 133 | 3,282 | 3,218 |
| Floyd | Hervey Wilbur | Floyd | 11 | 65 | 1,598 | 1,599 |
| Franklin | J. Cheston Whitney | Hampton | 9 | 47 | 798 | 766 |
| Frémont | Russell Laird | Sidney | 13 | 60 | 2,061 | 1,898 |
| Greene | Isaac L. Kephart | Jefferson | 5 | 30 | 731 | 609 |
| Grundy | Rev. Lorenzo Dow Tracy | New Hartford, (Butler Co.) | 13 | 60 | 955 | 794 |
| Guthrie | James Grandstaff | Panora | 13 | 67 | 1,082 | 1,034 |
| Hamilton | H. N. Curtis | Webster City | 13 | 35 | 1,026 | 865 |
| Hancock | A. R. Barnes | Upper Grove | 4 | 8 | 147 | 135 |
| Hardin | Enos P. Stubbs | New Providence | 21 | 76 | 2,536 | 2,364 |
| Harrison | Horace H. McKinney | Logan | 21 | 73 | 1,549 | 1,508 |
| Henry | George W. Thompson | Salem | 18 | 98 | 4,002 | 3,814 |
| Howard | Charles T. Breckinridge | Cresco | 13 | 62 | 1,185 | 983 |
| Humboldt | Rev. E. C. Miles | Springvale | 6 | 25 | 373 | 299 |
| Ida | Matthew G. Aldrich | Ida | 2 | 4 | 46 | 30 |
| Iowa | Constant S. Lake | Marengo | 21 | 109 | 2,831 | 2,572 |
| Jackson | J. W. Fleming | Maquoketa | 28 | 141 | 4,396 | 4,167 |
| Jasper | Sandford J. Moyer | Newton | 26 | 141 | 4,214 | 3,623 |
| Jefferson | John N. Edwards | Batavia | 17 | 92 | 3,565 | 3,174 |
| Johnson | Rev. Robert L. Ganter | Iowa City | 22 | 139 | 4,584 | 4,258 |
| Jones | Alexander Hughes | Monticello | 18 | 130 | 4,691 | 3,837 |
| Keokuk | J. A. Lowe | Sigourney | 19 | 132 | 3,819 | 3,485 |
| Kossuth | Albert W. Osborne | Algona | 3 | 25 | 410 | 400 |
| Lee | William G. Kent | Fort Madison | 25 | 114 | 6,677 | 6,554 |
| Linn | William Langham | Western | 29 | 154 | 5,629 | 5,326 |
| Louisa | Lewis A. Riley | Cairo | 18 | 69 | 2,554 | 2,407 |
| Lucas | John W. Perry | Chariton | 13 | 73 | 2,022 | 1,779 |
| Madison | Rev. H. W. Hardy | Winterset | 19 | 90 | 2,563 | 2,303 |
| Mahaska | Prof. George T. Carpenter | Oskaloosa | 27 | 111 | 4,352 | 4,297 |
| Marion | Rev. Aaron Yetter | Knoxville | 18 | 117 | 4,977 | 4,597 |

*the schools of Iowa, for* 1868–'69.

*public institution, Des Moines.*

INTENDENTS,

*begins January* 1, 1870.

| No. of schools in each county. | No. of graded schools in each county. | No. of pupils attending school in each county. | Average number who have been in attendance. | No. of teachers in each county. | | Average compensation of teachers per week. | | Aggregate number of days the schools of the county have been taught. | | Average number of months schools have been taught during the year. | Average cost of tuition per week for each pupil. | | Aggregate am't paid teachers during the year. | Amount of teachers' fund in hands of district treasurers. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Males. | Females. | Males. | Females. | Summer. | Winter. | | Summer. | Winter. | | |
| 34 | .... | 323 | 252 | 25 | 29 | $9 04 | $6 89 | 691 | 803 | 6. 5 | $0 58 | $0 59 | $4, 064 75 | $1, 391 88 |
| 36 | 1 | 1, 103 | 654 | 33 | 31 | 9 04 | 6 64 | 2, 140 | 2, 018 | 5. 7 | 39 | 39 | 6, 969 10 | 988 47 |
| 113 | 6 | 5, 416 | 3, 427 | 55 | 141 | 9 63 | 6 12 | 6, 259 | 7, 295 | 6. 7 | 17 | 20 | 23, 969 16 | 1, 433 00 |
| 114 | 6 | 5, 053 | 2, 886 | 95 | 85 | 8 90 | 6 30 | 4, 360 | 7, 114 | 5. 6 | 21 | 25 | 17, 106 89 | 2, 462 80 |
| 10 | .... | 317 | 165 | 7 | 10 | 10 25 | 7 47 | 860 | 740 | 6. 6 | 25 | 22 | 2, 675 00 | 390 00 |
| 151 | 6 | 6, 086 | 3, 882 | 91 | 162 | 8 49 | 6 66 | 9, 422 | 9, 601 | 7. 5 | 30 | 32 | 29, 462 72 | 3, 779 83 |
| 112 | 6 | 5, 516 | 3, 346 | 56 | 178 | 10 99 | 6 50 | 1, 651 | 1, 681 | 7. 6 | 27 | 35 | 4, 191 86 | 9, 438 68 |
| 62 | 4 | 3, 582 | 2, 294 | 70 | 56 | 11 61 | 7 59 | 3, 228 | 4, 302 | 5. 8 | 22 | 26 | 19, 758 40 | 996 48 |
| 72 | 8 | 2, 929 | 1, 720 | 42 | 97 | 8 01 | 5 82 | 4, 812 | 4, 824 | 6. 3 | 40 | 37 | 16, 238 05 | 2, 884 53 |
| 115 | 2 | 4, 255 | 2, 552 | 59 | 147 | 8 47 | 6 56 | 8, 114 | 7, 590 | 7. 1 | 24 | 27 | 25, 198 93 | 1, 669 54 |
| 4 | ... | 111 | 23 | 3 | 3 | 8 20 | 6 25 | 240 | 240 | 6. 0 | 10 | 12 | 678 78 | 157 90 |
| 84 | 1 | 2, 551 | 1, 460 | 42 | 116 | 7 94 | 6 77 | 5, 697 | 4, 996 | 6. 5 | 37 | 40 | 14, 403 00 | 908 00 |
| 16 | ... | 324 | 42 | 8 | 15 | 9 82 | 7 59 | 1, 166 | 853 | 6. 3 | 56 | 55 | 3, 028 50 | 1, 538 95 |
| 12 | .... | 430 | 187 | 7 | 12 | 9 75 | 8 32 | 1, 019 | 910 | 7. 0 | 26 | 29 | 3, 800 50 | 148 00 |
| 43 | 1 | 977 | 540 | 22 | 43 | 9 64 | 6 28 | 1, 779 | 2, 219 | 6. 2 | 51 | 42 | 5, 355 15 | 1, 281 08 |
| 119 | 6 | 3, 475 | 3, 152 | 90 | 158 | 10 35 | 7 31 | 9, 246 | 8, 053 | 7. 6 | 31 | 37 | 30, 108 11 | 6, 085 93 |
| 39 | 1 | 905 | 526 | 15 | 55 | 7 97 | 6 53 | 707 | 763 | 7. 2 | 42 | 53 | 7, 303 75 | 1, 803 52 |
| 9 | .... | 130 | 55 | 6 | 9 | 7 87 | 6 86 | 540 | 427 | 3. 9 | 09 | 09 | 1, 506 80 | 425 90 |
| 77 | .... | 2, 813 | 1, 626 | 54 | 96 | 8 22 | 5 84 | 1, 040 | 998 | 6. 7 | 26 | 26 | 13, 429 5. | 2, 329 46 |
| 64 | .... | 2, 157 | 1, 317 | 43 | 60 | 7 75 | 6 23 | 3, 509 | 3, 506 | 5. 5 | 28 | 26 | 9, 108 48 | 962 49 |
| 6 | .... | 102 | 44 | 3 | 6 | 7 72 | 6 23 | 360 | 280 | 5. 4 | 65 | 56 | 915 00 | 303 25 |
| 154 | 3 | 7, 703 | 3, 795 | 94 | 162 | 9 78 | 6 66 | 8, 518 | 10, 586 | 6. 5 | 26 | 24 | 32, 268 09 | 17, 615 77 |
| 139 | 5 | 7, 614 | 5, 049 | 88 | 196 | 10 37 | 6 16 | 1, 889 | 2, 010 | 7. 4 | 15 | 25 | 37, 408 35 | 11, 463 72 |
| 25 | ... | 482 | 358 | 7 | 27 | 11 25 | 7 76 | 1, 600 | 1, 980 | 7. 9 | 44 | 44 | 6, 608 00 | 400 00 |
| 84 | 2 | 2, 994 | 1, 766 | 66 | 82 | 8 60 | 7 04 | 4, 712 | 5, 066 | 5. 7 | 31 | 34 | 15, 440 55 | 1, 143 48 |
| 91 | ... | 4, 903 | 2, 927 | 74 | 86 | 8 20 | 5 35 | 4, 770 | 5, 895 | 5. 6 | 20 | 23 | 13, 007 97 | 2, 923 42 |
| 84 | 3 | 3, 770 | 2, 008 | 74 | 50 | 9 05 | 6 84 | 4, 024 | 5, 344 | 6. 2 | 33 | 35 | 11, 317 77 | 1, 240 38 |
| 113 | 5 | 5, 304 | 2, 914 | 73 | 150 | 9 67 | 5 80 | 7, 723 | 7, 999 | 7. 3 | 19 | 26 | 23, 843 81 | 4, 843 57 |
| 95 | 8 | 6, 164 | 3, 659 | 57 | 127 | 9 28 | 6 33 | 4, 578 | 5, 533 | 7. 0 | 23 | 24 | 26, 909 12 | 10, 019 97 |
| 8 | .... | 171 | 84 | 3 | 9 | 5 83 | 4 70 | 485 | 330 | 6. 4 | 84 | 86 | 579 26 | 257 48 |
| 116 | 7 | 8, 089 | 5, 289 | 68 | 149 | 9 73 | 6 34 | 4, 996 | 7, 993 | 7. 7 | 23 | 23 | 49, 652 91 | 8, 842 56 |
| 9 | ... | 194 | 123 | .... | 11 | ..... | 5 59 | 540 | 160 | 4. 0 | 41 | 30 | 816 00 | 163 42 |
| 143 | 5 | 4, 872 | 3, 479 | 81 | 201 | 7 92 | 5 42 | 8, 128 | 8, 061 | 7. 0 | 23 | 28 | 20, 310 53 | 3, 555 46 |
| 61 | 1 | 2, 260 | 1, 202 | 38 | 87 | 7 34 | 5 40 | 4, 322 | 3, 722 | 6. 5 | 24 | 25 | 9, 909 50 | 2, 057 09 |
| 45 | .... | 1, 209 | 742 | 18 | 57 | 8 65 | 7 27 | 3, 173 | 3, 225 | 6. 9 | 29 | 34 | 9, 793 14 | ..... |
| 58 | 3 | 2, 716 | 1, 382 | 51 | 56 | 11 21 | 8 50 | 3, 915 | 3, 375 | 7. 0 | 31 | 35 | 13, 911 25 | 3, 756 46 |
| 28 | .... | 823 | 452 | 18 | 36 | 10 43 | 8 02 | 2, 020 | 1, 639 | 7. 2 | 32 | 1 50 | 8, 254 33 | 2, 009 24 |
| 55 | .... | 1, 252 | 716 | 23 | 64 | 8 53 | 6 94 | 3, 196 | 2, 460 | 5. 9 | 43 | 41 | 9, 134 98 | 2, 123 23 |
| 61 | 1 | 1, 235 | 762 | 49 | 55 | 8 57 | 6 21 | 3, 334 | 3, 566 | 5. 9 | 39 | 40 | 9, 418 93 | 2, 867 21 |
| 37 | 7 | 1, 376 | 802 | 23 | 33 | 8 89 | 6 60 | 2, 265 | 2, 325 | 6. 9 | 43 | 44 | 8, 201 02 | 2, 220 74 |
| 13 | .... | 198 | 114 | 6 | 14 | 9 71 | 7 20 | 1, 060 | 975 | 7. 8 | 93 | 82 | 3, 085 30 | 522 [illegible] |
| 71 | 8 | 3, 284 | 2, 469 | 46 | 103 | 10 71 | 8 01 | 1, 358 | 1, 437 | 7. 4 | 25 | 31 | 18, 755 31 | 5, 144 [illegible] |
| 74 | .... | 2, 722 | 1, 329 | 55 | 65 | 9 66 | 8 53 | 4, 256 | 3, 507 | 6. 5 | 37 | 35 | 14, 148 91 | 3 [illegible] |
| 116 | 6 | 6, 136 | 3, 524 | 71 | 146 | 9 51 | 6 62 | 6, 260 | 7, 205 | 6. 8 | 24 | 26 | 25, 191 45 | 1 [illegible] |
| 63 | 1 | 1, 680 | 1, 015 | 33 | 70 | 9 06 | 6 75 | 2, 505 | 2, 623 | 6. 9 | 52 | 60 | 10, 973 0[illegible] | |
| 28 | .... | 497 | 333 | 11 | 34 | 6 79 | 4 98 | 1, 245 | 1, 622 | 5. 7 | 41 | 46 | 4, 332 67 | |
| 4 | .... | 76 | 56 | 1 | 3 | 13 00 | 10 00 | 240 | 180 | 6. 0 | 03 | 03 | 653 00 | |
| 110 | 1 | 4, 630 | 2, 573 | 92 | 102 | 8 53 | 5 91 | 1, 378 | 1, 564 | 7. 2 | 16 | 22 | 20 [illegible] | |
| 154 | 4 | 5, 657 | 3, 476 | 69 | 202 | 9 11 | 5 40 | 9, 249 | 9, 676 | 7. 2 | 15 | 20 | 26 [illegible] | 10 [illegible] |
| 130 | 3 | 6, 566 | 3, 221 | 65 | 90 | 9 02 | 6 80 | 1, 483 | 1, 682 | 6. 3 | 35 | 34 | 25 [illegible] | |
| 88 | 2 | 5, 196 | 3, 026 | 69 | 87 | 7 95 | 5 64 | 4, 795 | 5, 824 | 6. 1 | 17 | 21 | 18 [illegible] | |
| 136 | 5 | 6, 843 | 4, 058 | 68 | 163 | 7 56 | 5 71 | 8, 128 | 10, 152 | 7. 1 | 31 | 40 | 24 [illegible] | |
| 128 | 3 | 6, 208 | 4, 058 | 71 | 167 | 8 25 | 5 66 | 8, 777 | 8, 354 | 7. 0 | 17 | 22 | 23 [illegible] | |
| 117 | 1 | 5, 424 | 3, 198 | 88 | 125 | 7 29 | 7 06 | 6, 559 | 8, 459 | 6. 3 | 20 | 24 | 23 [illegible] | |
| 32 | .... | 745 | 490 | 16 | 27 | 7 22 | 5 63 | 2, 200 | 1, 730 | 5. 5 | 29 | 30 | 4 [illegible] | |
| 120 | 13 | 7, 666 | 5, 133 | 76 | 156 | 10 05 | 7 18 | 1, 300 | 2, 060 | 6. 4 | 26 | 30 | 41 [illegible] | |
| 164 | 5 | 8, 189 | 4, 987 | 118 | 207 | 9 57 | 7 06 | 9, 946 | 10, 852 | 6. 9 | 20 | 24 | 2[illegible] | |
| 74 | 4 | 3, 935 | 2, 508 | 59 | 64 | 9 74 | 7 11 | 3, 825 | 5, 776 | 6. 6 | 20 | 34 | [illegible] | |
| 74 | 1 | 3, 232 | 1, 777 | 56 | 56 | 9 04 | 6 69 | 3, 842 | 4, 121 | 6. 0 | 20 | 31 | [illegible] | |
| 85 | 8 | 3, 696 | 2, 233 | 66 | 67 | 10 08 | 7 12 | 4, 338 | 5, 293 | 6. 3 | 31 | 34 | [illegible] | |
| 117 | 4 | 6, 309 | 3, 777 | 86 | 142 | 9 82 | 6 85 | 7, 023 | 8, 043 | 6. 8 | 19 | 21 | [illegible] | |
| 122 | ... | 6, 026 | 3, 397 | 91 | 94 | 9 92 | 7 06 | 5, 410 | 6, 323 | 6. 2 | 41 | 46 | [illegible] | |

*Table of statistical details of the schools*

COUNTY SUPER

*Whose term of office*

| County. | Name. | Post Office. | No. of district townships and and independent districts. | No. of sub-districts. | No. of persons between the ages of five and twenty-one years. | |
|---|---|---|---|---|---|---|
| | | | | | Males. | Females. |
| Marshall | Cyrus H. Shaw | Marshalltown | 19 | 109 | 3,079 | 2,769 |
| Mills | John B. Mallett | Glenwood | 12 | 43 | 1,414 | 1,410 |
| Mitchell | Miss Julia C. Addington | Stacyville | 17 | 65 | 1,542 | 1,487 |
| Monona | W. A. Greene | Onawa | 15 | 33 | 533 | 527 |
| Monroe | William A. Nichol | Albia | 15 | 82 | 2,550 | 2,405 |
| Montgomery | Benjamin E. A. Simons | Red Oak Junction | 10 | 35 | 647 | 578 |
| Muscatine | Charles Hamilton | Atalissa | 19 | 82 | 4,010 | 3,849 |
| O'Brien | J F Schofield | O'Brien | | | | |
| Page | Dr. Elijah Miller | Clarinda | 15 | 58 | 1,786 | 1,656 |
| Palo Alto | Jeremiah L. Martin | Emmettsburg | 5 | 8 | 153 | 121 |
| Plymouth | William Hunter | Sioux City, (Woodbury Co.) | 4 | 5 | 191 | 143 |
| Pocahontas | David Miller | Lizard | 4 | 4 | 169 | 155 |
| Polk | Rev. J. A. Nash | Des Moines | 25 | 118 | 4,803 | 4,679 |
| Potowatomie | G. L. Jacobs | Council Bluffs | 13 | 55 | 2,168 | 2,225 |
| Poweshiek | Prof. Leonard F. Parker | Grinnell | 20 | 105 | 2,501 | 2,265 |
| Ringgold | William J Buck | Mount Ayr | 13 | 72 | 1,063 | 1,023 |
| Sac | Rasclas Ellis | Sac City | 3 | 12 | 212 | 230 |
| Scott | Roderick Rose | Davenport | 31 | 93 | 6,415 | 6,352 |
| Shelby | P. C Truman | Harlan | 5 | 22 | 406 | 349 |
| Sioux | Eli Johnson | Calliope | | | | |
| Story | John R. Hays | Nevada | 16 | 78 | 2,069 | 1,904 |
| Tama | John R. Stewart | Toledo | 24 | 123 | 2,816 | 2,561 |
| Taylor | John S. Boyd | Bedford | 15 | 52 | 1,224 | 1,178 |
| Union | Thomas Roberts | Afton | 11 | 48 | 1,026 | 944 |
| Van Buren | George B. Walker | Doud's Station | 22 | 96 | 3,546 | 3,241 |
| Wapello | Henry C Cox | Ottumwa | 23 | 84 | 4,359 | 4,032 |
| Warren | A. L. Kimball | Indianola | 21 | 106 | 3,381 | 3,216 |
| Washington | Isaac G Moore | Washington | 22 | 117 | 4,060 | 3,760 |
| Wayne | Enos Rushton | Confidence | 18 | 77 | 2,125 | 1,903 |
| Webster | James M. Phillips | Fort Dodge | 15 | 59 | 1,729 | 1,630 |
| Winnebago | Martin Cooper | Forest City | 5 | 13 | 249 | 223 |
| Winneshiek | Rev. John M. Wedgewood | Castalia | [illegible] | 111 | 4,365 | 3,906 |
| Woodbury | Dr. Andrew M Hunt | Sioux City | 10 | 20 | 761 | 704 |
| Worth | Franklin G. Parker | Plymouth, (Cerro Gordo Co.) | 7 | 19 | 494 | 467 |
| Wright | John D. Sands | Belmond | 11 | 31 | 405 | 379 |
| Total | | | 1,462 | 6,773 | 215,812 | 202,356 |

*of Iowa, for* 1868–'69—Continued.

INTENDENTS,

*begins January* 1, 1870.

| No. of schools in each county. | No. of graded schools in each county. | No. of pupils attending school in each county. | Average number who have been in attendance. | No. of teachers in each county. | | Average compensation of teachers per week. | | Aggregate number of days the schools of the county have been taught. | | Average number of months schools have been taught during the year. | Average cost of tuition per week for each pupil. | | Aggregate am't paid teachers during the year. | Amount of teachers' fund in hands of district treasurers. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Males. | Females. | Males. | Females. | Summer. | Winter. | | Summer. | Winter. | | |
| 94 | 3 | 4,159 | 2,224 | 67 | 116 | $10 47 | $7 54 | 5,710 | 5,853 | 6.3 | 30 | 34 | 22,998 80 | 7,276 86 |
| 41 | 1 | 2,0[illegible] | 1,113 | 32 | 47 | 11 48 | 8 00 | 2,518 | 2,837 | 6.2 | 25 | 25 | 10,719 25 | 2,172 19 |
| 71 | .... | 2,231 | 1,297 | 28 | 94 | 8 46 | 6 38 | 4,704 | 4,082 | 6.6 | 31 | 28 | 10,500 60 | 1,929 41 |
| 40 | 1 | 789 | 514 | 24 | 30 | 9 22 | 7 21 | 2,308 | 2,198 | 6.0 | 36 | 45 | 7,322 54 | 1,114 51 |
| 72 | 2 | 4,190 | 2,224 | 57 | 86 | 8 05 | 5 88 | 4,322 | 4,640 | 5.8 | 25 | 23 | 12,302 50 | 841 15 |
| 2[illegible] | .... | 789 | 471 | 19 | 24 | 8 22 | 5 94 | 1,273 | 1,399 | 5.2 | 30 | 37 | 4,196 00 | 1,859 81 |
| 96 | 3 | 4,648 | 2,950 | 58 | 130 | 9 84 | 6 94 | 5,773 | 5,915 | 7.9 | 25 | 24 | 16,547 34 | 8,770 41 |
| 60 | 2 | 2,708 | 1,568 | 58 | 52 | 9 95 | 7 43 | 2,943 | 4,509 | 6.4 | 14 | 36 | 12,346 45 | 1,722 66 |
| 9 | .... | 141 | 87 | 6 | 7 | 8 06 | 5 92 | 409 | 349 | 4.7 | 35 | 37 | 982 00 | 229 34 |
| 6 | .... | 131 | 91 | 8 | 1 | 9 47 | 7 50 | 340 | 280 | 7.7 | 75 | 41 | 921 50 | 404 83 |
| 11 | .... | 174 | 107 | 9 | 7 | 8 16 | 6 00 | 780 | 473 | 7.2 | 52 | 56 | 2,050 00 | 2,496 83 |
| 112 | 4 | 6,314 | 4,089 | 81 | 116 | 11 08 | 6 90 | 4,893 | 5,746 | 6.9 | 34 | 34 | 34,021 43 | 3,514 53 |
| 66 | 2 | 1,959 | 1,193 | 52 | 42 | 10 69 | 8 72 | 4,370 | 5,030 | 6.9 | 37 | 37 | 19,036 79 | 4,695 74 |
| 84 | 3 | 3,961 | 2,204 | 56 | 97 | 11 30 | 7 91 | 4,383 | 5,746 | 6.7 | 33 | 37 | 22,267 25 | 3,385 61 |
| 63 | .... | 1,619 | 896 | 45 | 60 | 7 91 | 6 52 | 3,405 | 3,303 | 5.5 | 39 | 39 | 9,337 75 | 1,975 00 |
| 12 | .... | 351 | 209 | 13 | 15 | 8 04 | 6 56 | 860 | 1,005 | 8.2 | 76 | 83 | 3,518 64 | 1,682 44 |
| 103 | 10 | 7,694 | 4,740 | 95 | 125 | 12 35 | 3 32 | 7,195 | 8,697 | 8.0 | 30 | 30 | 61,462 33 | 39,043 31 |
| 23 | .... | 577 | 388 | 17 | 17 | 8 92 | 7 56 | 1,046 | 1,526 | 6.0 | 26 | 27 | 4,432 00 | 3,292 22 |
| 73 | 2 | 2,909 | 1,814 | 63 | 80 | 9 35 | 7 09 | 4,185 | 4,570 | 5.7 | 32 | 30 | 16,756 78 | 831 19 |
| 117 | 2 | 4,151 | 2,489 | 77 | 123 | 8 95 | 6 80 | 6,864 | 6,735 | 6.4 | 31 | 39 | 24,276 91 | 5,826 75 |
| 49 | 6 | 1,594 | 890 | 35 | 41 | 8 33 | 7 02 | 900 | 900 | 6.4 | 34 | 38 | 7,619 54 | 661 50 |
| 48 | 1 | 1,277 | 741 | 28 | 57 | 8 41 | 6 13 | 3,160 | 3,510 | 7.2 | 53 | 62 | 8,692 51 | 2,185 20 |
| 105 | 6 | 5,111 | 3,098 | 89 | 123 | 9 54 | 5 42 | 6,188 | 6,760 | 6.5 | 19 | 21 | 20,322 00 | 3,624 97 |
| 92 | 6 | 5,912 | 4,260 | 76 | 101 | 11 26 | 7 39 | 4,355 | 6,742 | 6.1 | 24 | 21 | 23,897 46 | 4,974 90 |
| 104 | 1 | 5,462 | 3,235 | 58 | 117 | 9 38 | 7 00 | 5,257 | 6,035 | 5.8 | 24 | 24 | 21,613 30 | 1,002 35 |
| 120 | 2 | 6,602 | 4,128 | 89 | 152 | 8 99 | 6 19 | 6,845 | 8,402 | 6.7 | 37 | 42 | 25,349 50 | 2,328 83 |
| 7[illegible] | .... | 3,193 | 1,743 | 62 | 46 | 7 82 | 6 12 | 5,072 | 5,139 | 6.2 | 29 | 29 | 13,419 96 | 3,861 45 |
| 59 | 1 | 2,530 | 1,457 | 37 | 69 | 8 82 | 6 48 | 3,310 | 3,317 | 6.2 | 27 | 29 | 11,674 50 | 2,370 54 |
| 14 | .... | 296 | 165 | 4 | 9 | 8 16 | 6 51 | 990 | 690 | 7.5 | 28 | 33 | 2,068 75 | 617 70 |
| 130 | 4 | 5,748 | 2,857 | 59 | 126 | 9 12 | 5 85 | 6,702 | 8,282 | 6.2 | 21 | 21 | 20,155 06 | 2,876 24 |
| 21 | 8 | 570 | 431 | 5 | 17 | 17 44 | 7 18 | 750 | 380 | 7.4 | 29 | 42 | 5,521 47 | 4,993 75 |
| 23 | .... | 426 | 210 | 12 | 27 | 7 60 | 5 43 | 1,520 | 1,278 | 6.5 | 28 | 27 | 3,122 60 | 330 09 |
| 30 | .... | 623 | 175 | 16 | 30 | 9 05 | 7 52 | 2,147 | 1,914 | 6.7 | 47 | 33 | 1,639 65 | 811 18 |
| 6,788 | 221 | 296,138 | 178,329 | 4,479 | 7,515 | 9 24 | 6 79 | 356,622 | 386,899 | 6.6 | 33 | 35 | 1,438,964 04 | 314,396 84 |

## KANSAS.

The system of graded schools is adopted in every city and village of the State which employs more than one instructor. Under the general law for incorporated towns and cities, provision is made for the establishment of graded schools without any special charter or delay of any kind.

The principal cities and towns of the State either have erected or are now engaged in erecting costly school buildings; and in addition to these, during the past year a greater number of good school-houses has been built in rural communities than in any previous year.

The statistics of the last year do not distinguish between colored and white children. The law provides that the educational advantages extended to the colored shall be in all respects equal to those furnished to white children.

"It is safe to affirm," says the report, "that more than three-fourths of the public schools of the State are to-day destitute of a standard English dictionary. The maintenance of public schools, and the fact that in these schools teachers and pupils acquire the habit of referring to authoritative standards in pronounciation and definition, are among the most effective means of preserving the purity and precision of the English language. Accordingly, the people, whether in Maine, Kansas, or California, pronounce each word in the same manner, and use it with a like signification. One can hardly estimate the effect which this unity of dialect exerts in strengthening the bonds of citizenship. A portion of the county school funds arising from fines and estrays could not be more advantageously appropriated than to supply this pressing want."

District and county uniformity in text books is being gradually attained. The law now requires the "district board to provide text books at the expense of the district, for indigent children." To purchase at the expense of the district all the text books used in the school, is but another step in advance. This plan it is thought would be more economical, since books would be bought at wholesale prices; teachers being responsible for books as for other school furniture, they would not be unnecessarily injured, and parents in removing from one district to another would be saved the expense of buying new books.

As there are 1,710 school districts in the State, and the bond annually given by each treasurer requires a revenue stamp of $1, an annual outlay of $1,710 is required, and this is also constantly increasing with the organization of new districts. Two-thirds of this sum might be saved by the plan, adopted in other States, of electing district officers for a term of three years instead of one. Besides giving a more experienced board and greater stability in the management of district affairs, a sum might very soon be saved sufficient to supply each district with an unabridged English dictionary.

### TEACHERS' INSTITUTES.

More institute work has been done in the State during the year than in any previous year. Nearly the whole State has been reached, more or less, by this system of normal instruction. Teachers are required by law to attend the county institutes, and no part of their salary is forfeited by such attendance. It is very important that means should be provided wherewith to increase the efficiency of the institutes annually required to be held in the State. "An institute should be a season of keen, hard, thorough work. To make it such as it ought to be will require three things—brain, experience, and money. The conductor must be a man of tact, to hold the convention to its work; the instructors must be persons of pith and point; and the means provided must be sufficient not only to meet local bills, for halls, printing, &c., but also to pay the traveling expense, and suitably remunerate the very best instructors and lecturers available. The State should make an annual appropriation for this work."

### SCHOOL FUND.

The school fund of the State is accumulating from the proceeds of the sale of school lands, at the rate of over $100,000 annually. The question as to how this fund should be invested is discussed at length in the report, and a safe and economical plan proposed, by which the people of the State may enjoy the benefit of the use of the money: bonds of the State, maturing in fifty or one hundred years, to be issued and sold to the school fund, and with the proceeds of these bonds to redeem other bonds of the State already issued and maturing in a few years; thus relieving the people of the sinking fund tax annually paid for the redemption of bonds maturing on shorter time. "It is, essentially, loaning to the whole people of the State over $1,000,000, for fifty or one hundred years, at 7 per cent. At the end of that time, if thought best, the indebtedness could be again funded, so that future generations, equally with the present, will have the privilege of the use of the money at a reasonable rate of interest. This plan could not be carried out without an amendment to the constitution authorizing it."

The constitution of the State provides that "the 500,000 acres of land granted to the

new States under an act of Congress distributing the proceeds of public lands among the several States of the Union, approved September 4, A. D. 1841, shall be inviolably appropriated to the support of common schools." Notwithstanding this provision, the legislature of 1866 appropriated the whole 500,000 acres to four railway companies. The superintendent, Mr. McVicar, instituted a suit in the form of an injunction, with the object of obtaining a decision from the supreme court as to whether the lands, under the constitution, belong to the State, for the support of the common schools, or to the railway companies. The court has declined to give any decision on the main point involved, on the ground of alleged informalities in the presentation of the case. The responsibility, therefore, of taking any further action in the case, rests, as intimated by the court, upon the people through their legislature.

The school lands lost to the State by the final disposition of Indian reserves and trust lands without any reservation for the support of common schools, in one district amounted to 159,269 44 acres, not including the 50,000 acres lost by treaty alienating the Cherokee neutral lands.

"The Osage treaty of May 1868, by which it was proposed to alienate about 8,000,000 acres of Kansas soil, or nearly one-sixth of the whole area of the State, and dispose of this vast tract to one man at less than twenty cents an acre, without reserving a foot for the support of public schools, was the immediate occasion of calling public attention, both in this and other States, to the fearful length to which the policy was being pushed in wresting the public domain from the settler and creating a gigantic landed monopoly on Kansas soil, regardless of the rights of the people and the interests of the public schools."

By an act of Congress passed April 10, 1869, certain lands have been secured to the State for the support of public schools, comprising a total of 220,665 acres, which land it is estimated will realize to the school fund over a million of dollars.

### SUMMARY OF STATISTICS.

The number of persons in the State between the ages of five and twenty-one years is:

| | | Increase for year. |
|---|---|---|
| Males | 48,007 | 7,761 |
| Females | 44,510 | 8,606 |
| Total | 92,517 | 11,367 |
| Enrolled in public schools: | | |
| Males | 30,197 | 6,558 |
| Females | 28,484 | 6,983 |
| Total | 58,681 | 13,541 |
| In select schools, colleges, &c | 2,784 | |
| In public and other schools | 61,465 | 14,256 |
| Attendance in public schools—average daily | 31,124 | 3,886 |
| Average length of school term, five months. | | |
| Number of female teachers employed | 1,118 | 263 |
| Number of male teachers employed | 896 | 150 |
| Number of school-houses | 1,213 | 260 |
| Average wages of teachers, males | $37 07 | |
| Average wages of teachers, females | 28 98 | |
| Expenditures for teachers' wages | 292,719 94 | $88,844 40 |
| Expenditures for repairs, &c | 79,343 76 | 34,025 87 |
| Receipts from State fund | 117,153 65 | 70,451 07 |
| Receipts from fines and estrays | 19,259 93 | |
| Receipts by direct tax | 428,983 98 | 86,562 28 |
| Total receipts from all sources | 565,311 17 | 136,095 59 |
| Value of school-houses | 1,031,892 00 | 218,829 25 |
| Value of apparatus | 17,118 00 | 5,816 35 |
| Amount of school fund | 289,450 00 | |

### STATE NORMAL SCHOOL.

The State normal school at Emporia is in a flourishing condition. Nine graduated from the institution last July. The present senior class numbers 15; middle class, 86; junior class, 42. The preparatory and model departments have 47 in attendance. The total number in attendance during the year was 199. The number of female students is 102; males, 96. Hitherto the course of study has only included the common school branches, with advanced instruction in mathematics, English literature, and natural science; but the educational growth of the State, creating a demand for high school teachers, has made the need of classical instruction imperative. Still the great object is not to furnish liberal culture to a few, nor to supply towns and cities with effective teachers, but to reach, so far as possible, all the public schools of the State, and espe-

cially to infuse life and energy into our district schools, in which, after all, the great majority of the youth of the State is being educated. In addition to the normal school at Emporia, which is doing excellent work, the State already needs another normal school in Northern Kansas. The present normal school endowment, consisting of 37,760 acres of land, will support only one normal school. It is recommended that a board of normal school regents should be created, who might, through the aid of the congressional delegation from the State, succeed in obtaining a grant, for the purpose of forming a normal school endowment, of public lands in lieu of the 200,000 acres of the choicest school lands which have been lost to the State by the disposition of Indian reservations to companies and speculators. Failing to secure such a grant, the superintendent expresses the opinion that it would be entirely legitimate to appropriate a part of the common-school income to the purpose, since "More advantage would probably accrue to the people, in the end, if half the income of the common-school fund should be devoted to the special preparation of teachers, than if the whole income should be expended on the salaries of incompetent instructors."

### STATE UNIVERSITY.

The State University, situated in Lawrence, Kansas, upon the summit of Mount Oried, was founded in 1864. The educational work commenced in 1866. The constitution of the State expressly stipulates that "provision shall be made by law for the establishment, at some eligible and central point, of a State University, for the promotion of literature and the arts and sciences, including a normal and agricultural department." A bequest to the institution of $10,000, from Hon. Amos Lawrence, for whom the city was named, decided its location at that point. The institution, during its four years of existence, has progressed steadily, and is growing toward its aim, that of a first-class university, as rapidly as its limited endowment will permit. Owing to a rivalry of sectional interests, each locality in the State being anxious to secure a State institution, an agricultural college was established separate from the university, the congressional grant for agricultural colleges having been made subsequent to the adoption of the State constitution. The superintendent of public instruction very strongly recommends the consolidation of the two institutions, the two endowments united being scarcely adequate to maintain a first-class institution.

The university is designed upon the most liberal plan, the two sexes enjoy equal advantages in it, and there is no proscription on account of color or race. The number enrolled since February, 1869, is 143; comprising 76 females, and 67 males. Four are in the classical course, 12 in the scientific course, and the others in the preparatory department. Eight instructors were connected with the institution during the year, including the president and chancellor, John Fraser, who is professor of mental and moral philosophy, and belles lettres; a professor of ancient languages and literature, of natural sciences and mathematics; of French and literature, of German and drawing, and other instructors in human anatomy and physiology, and hygiene, in chemistry, and in vocal music. The library has been increased by the addition of over 2,000 volumes. The chemical department has been for the first time organized. A fine astronomical transit, an astronomical clock, standard balances, weights and measures have been added to the apparatus of the institution; and an observatory wing, 39 feet long, by 20 feet wide, and 14 feet high, has been erected for the use of students in practical astronomy. The property of the institution is estimated as follows:

| | |
|---|---|
| Site; ten acres, at $1,000 per acre, and forty acres, at $300 per acre | $22,000 00 |
| Buildings | 25,000 00 |
| Library | 9,500 00 |
| Apparatus | 11,878 71 |
| Cabinet | 450 00 |
| Permanent endowment, (Amos Lawrence fund) | 10,000 00 |
| Total | 78,828 71 |

### STATE AGRICULTURAL COLLEGE.

One hundred and seventy-three students have been enrolled in the agricultural college during the year; 97 gentlemen, and 76 ladies. Of these 32 are in the classical department. Twenty-two counties are represented, and seven different States. Thus far, the time of the average attendance of students has been less than two years. The act of Congress granting the endowment of the institution allows, and the organic act of the State legislature directs, a full college course of study, therefore some attention is given to the languages, while the special effort of the institution is toward agriculture and kindred studies. As ladies are admitted to equal privileges with gentlemen, it is thought important that of the eight members of the faculty, at least two should be ladies. One lady is professor of the German language and English literature, and the

other of instrumental music. The total endowment of the college is $556,300, the income of which, at 7 per cent,, $38,941, will be the final endowment.

### ASYLUM FOR THE BLIND.

The Asylum for the Blind, located at Wyandotte, was incorporated in 1865. The faculty consists of H. H. Sawyer, superintendent, and three others, who are ladies. The total number of pupils is 15; value of property, $22,000; current expenses, $9,200. Receipts from manufacture of brooms, $400. Received State aid, $9,200. Tuition free.

### DENOMINATIONAL INSTITUTIONS.

There are in the State eight institutions under the control of religious demominations.

*Baker Unirersity*, at Baldwin City; incorporated in 1857; Rev. J. C. Simpson, president; is under the auspices of the Methodist Church. It has a faculty of five, of whom one is a lady. The number of students in attendance, 181, The lands, buildings, library, and cabinet are valued at $81,000.

*Washburn College*, at Topeka, founded in 1865, Rev. H. Q. Butterfield, senior professor, is under the care of the Congregational churches. Members of the faculty are three, with three assistants and a librarian. Total number of students, 57. Amount of property, $63,000.

*The Hartford Collegiate Institute*, at Hartford, organized in 1860, under the care of the Methodist Church. Principal, A. D. Chambers. Has an attendance of 78 pupils. Property valued at $8,000.

*The Wetmore Institute*, located at Irving, Marshal County, organized 1863, is under the care of the Presbyterian Church. The principal is Mr. Charles E. Tibbets. The number of students is 65. Property worth $10,800.

*The Genera Presbyterian Academy* is located at Geneva, Allen County; was organized in 1866. Principal, Rev. S. M. Irwin, M. A. Number of pupils, 50. Property of the institution, $6,640.

*The Episcopal Female Seminary*, located at Topeka, was organized in 1860, and reorganized in 1865. Principal, Rev. J. N. Lee. Number of students, 90. Value of property, $35,000.

### TEACHING AS A PROFESSION.

Rev. Peter McVicar, State superintendent, says in regard to teaching as a profession:

"Every measure which tends to elevate teaching as a profession should be encouraged by the State. To judiciously constitute a State board of examiners with power to grant applicants evincing a high degree of proficiency certificates valid for five or ten years, and for life, has been attended with valuable results in other States. It is but just, also, to those engaged in the work of instructing the youth of the State, that the laws and usages of society should recognize the profession of teaching as on a level in this respect, at least, with other professions. The physician receives a diploma for life. The lawyer is examined and admitted to practice throughout the State. It would be an insult to a competent lawyer or physician to subject him to an examination every year or two in the same county or State. The fact that he has a life diploma does not insure employment in all cases, but it does avoid the chagrin and disappointment of being constantly dependent, in some degree, for his standing in the profession, upon the judgment, and sometimes the ill will, of a board of examiners who may not always be competent for the work assigned them. The lawyer does not rely upon his life diploma for success, but it enables him to avoid much annoyance. The same is true of a teacher. The reasons for establishing life diplomas in any profession hold good in the profession of teaching."

*Table of statistical details of schools in Kansas for* 1869.

Hon. P. McVicar, *superintendent of public instruction, Topeka.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. | Total value of school-houses in this county. | Total value of school apparatus in this county. | WHOLE NUMBER OF CHILDREN BETWEEN 5 AND 21 YEARS OF AGE RESIDING IN THIS COUNTY. | | | NUMBER OF CHILDREN ENROLLED IN THE SCHOOL DURING THE YEAR. | | | Average time the schools have been taught. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Males. | Females. | Total. | Males. | Females. | Total. | |
| Allen | M. A. Simpson | Carlyle | $22,546 | $250 00 | 853 | 807 | 1,660 | 487 | 488 | 975 | 5.5 |
| Anderson | P. W. Bahl | Garnett | 17,590 | 330 00 | 817 | 794 | 1,611 | 444 | 552 | 996 | 5.5 |
| Atchison | T. F. Cook | Huron | 85,002 | 1,503 00 | 2,646 | 2,386 | 5,032 | 1,872 | 1,698 | 3,570 | 6.1 |
| Bourbon | J. S. Weaver | Mapleton | 27,788 | 410 50 | 2,220 | 2,024 | 4,244 | 1,179 | 1,150 | 2,329 | 5.6 |
| Brown | Noah Hanson | Carson | 31,384 | 626 00 | 976 | 879 | 1,855 | 639 | 611 | 1,250 | 7 |
| Butler | J. E. Buchanan | Chelsea | 500 | ..... | 171 | 137 | 308 | 123 | 87 | 210 | 5 |
| Clay | George D. Seabury | Clifton | 2,200 | ..... | 115 | 110 | 225 | 111 | 101 | 212 | 4.6 |
| Chase | J. S. Shipman | Middle Creek | 21,600 | 150 00 | 323 | 272 | 595 | 191 | 187 | 378 | 4.5 |
| Crawford | C. H. Strong | Girard | 1,264 | 27 00 | 959 | 1,236 | 2,195 | 538 | 530 | 1,068 | 3.5 |
| Cherokee | D. R. Martin | Cherokee City | 6,235 | 20 00 | 1,785 | 1,556 | 3,341 | 1,550 | 1,403 | 2,953 | 4.5 |
| Cloud | B. H. McEckerson | Shirley | 160 | ..... | 151 | 113 | 264 | 61 | 49 | 110 | 4.7 |
| Coffee | William Crow | Burlington | 24,605 | 276 00 | 974 | 894 | 1,868 | 677 | 662 | 1,339 | 5.2 |
| Davis | I. Jacobus | Junction City | 15,020 | 57 00 | 406 | 398 | 804 | 300 | 260 | 560 | 4.2 |
| Dickinson | William Ramsey | Solomon City | 5,150 | ..... | 270 | 215 | 485 | 81 | 81 | 162 | ..... |
| Douiphan | D. W. Brown | Troy | 30,141 | 1,161 00 | 2,563 | 2,445 | 5,008 | 1,551 | 1,593 | 3,144 | 6.6 |
| Douglas | William A. Starrett | Lawrence | 79,418 | 706 00 | 2,887 | 2,881 | 5,768 | 1,815 | 1,972 | 3,787 | ..... |
| Ellis | | Hays City | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Ellsworth | L. Sternberg | Ellsworth | ..... | ..... | 62 | 30 | 92 | 33 | 26 | 59 | 3 |
| Franklin | Philetus Fales | Ottawa | 21,501 | 280 50 | 1,701 | 1,454 | 3,155 | 1,046 | 888 | 1,934 | 5.2 |
| Greenwood | William E. J. Nixon | Virgil | 3,750 | 45 00 | 480 | 404 | 884 | 297 | 241 | 538 | 3.5 |
| Jackson | R. M. Cook | Banner | 29,900 | 505 00 | 886 | 824 | 1,710 | 706 | 684 | 1,390 | 6 |
| Jefferson | T. C. Dick | Oskaloosa | 46,340 | 279 90 | 2,180 | 1,970 | 4,150 | 1,388 | 1,242 | 2,630 | 6 |
| Johnson | C. E. Lewis | Olathe | 36,872 | 500 00 | 2,395 | 2,220 | 4,605 | 1,492 | 1,271 | 2,263 | 6.3 |
| Labette | R. J. Elliott | Oswego | 13,090 | ..... | 1,200 | 1,080 | 2,280 | 571 | 596 | 1,167 | 4 |
| Leavenworth | H. D. McCarty | Leavenworth | 131,336 | 3,485 75 | 4,097 | 4,056 | 8,153 | 3,210 | 3,057 | 6,267 | 7.8 |
| Linn | George W. Botkin | Mound City | 25,469 | 471 00 | 1,977 | 1,736 | 3,713 | 1,275 | 1,122 | 2,397 | 4.8 |
| Lyon | A. D. Chambers | Hartford | 35,216 | 300 00 | 1,077 | 972 | 2,049 | 782 | 740 | 1,522 | 5.5 |
| Marion | William S. Moulton | Marion Center | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Marshall | C. S. Boulton | Barrett | 27,025 | 265 00 | 774 | 805 | 1,579 | 460 | 424 | 884 | 4.8 |
| Miami | I. J. Banister | Paola | 39,695 | 530 00 | 2,018 | 1,829 | 3,847 | 1,369 | 1,332 | 2,701 | 5 |
| Morris | A. J. Beach | Council Grove | 13,995 | 1,008 50 | 338 | 292 | 630 | 217 | 189 | 406 | 4.9 |
| Montgomery | J. A. Helphingstine | Liberty | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nemaha | J. S. Stamm | Centralia | 43,140 | 679 50 | 871 | 824 | 1,695 | 677 | 637 | 1,314 | 6.5 |
| Neosho | J. L. Evans | Jacksonville | 5,500 | ..... | 1,346 | 1,150 | 2,496 | 515 | 439 | 954 | 3.6 |
| Osage | P. Kirby | Burlingame | 21,126 | ..... | 830 | 730 | 1,560 | 270 | 251 | 521 | 4.6 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ottawa | H. H. Paxton | Lindsey | 265 | 10 00 | 162 | 116 | 278 | 82 | 72 | 154 | 3 |
| Pottawatomie | John Lowe | Manhattan | 20,737 | 171 00 | 1,115 | 964 | 2,079 | 589 | 566 | 1,155 | 4.5 |
| Republic | | | 275 | | 71 | 71 | 142 | 28 | 25 | 53 | 3 |
| Riley | E. Gale | Manhattan | 21,850 | 290 00 | 598 | 556 | 1,154 | 381 | 304 | 685 | 4.8 |
| Saline | A. P. Collins | Solomon City | 8,752 | | 300 | 249 | 549 | 139 | 87 | 226 | 3 |
| Shawnee | D. J. Evans | Auburn | 58,000 | 1,000 00 | 1,889 | 1,735 | 3,624 | 1,215 | 1,113 | 2,328 | 6 |
| Wabaunsee | T. M. Allen | Alma | 6,125 | 425 00 | 398 | 357 | 755 | 240 | 200 | 440 | 4.5 |
| Washington | J. S. Palmer | Washington | 3,675 | | 326 | 255 | 581 | 148 | 130 | 278 | 3.5 |
| Wilson | Thomas B. Woodward | Virdi | 1,800 | | 696 | 621 | 1,317 | 268 | 235 | 503 | 4.7 |
| Woodson | S. J. Williams | Neosho Falls | 5,255 | 150 00 | 486 | 489 | 975 | 296 | 299 | 595 | 4.5 |
| Wyandotte | E. F. Heisler | Wyandotte | 37,000 | 187 00 | 1,618 | 1,574 | 3,192 | 884 | 890 | 1,774 | 6.3 |
| | | | 1,031,892 | 17,118 65 | 48,007 | 44,510 | 92,517 | 30,197 | 28,484 | 58,681 | ..... |

*Statistical details of schools in Kansas*—Continued.

| County. | NUMBER OF TEACHERS EMPLOYED. | | AVERAGE SALARY OF TEACHERS PER MONTH. | | Total paid for teachers' wages. | Total expenses for repairs, fuel, and other incidentals. | Amount from State school fund and State school tax. | Amount from fines, estrays, exemptions from military duty, &c., from county treasurer. | Amount raised by district taxes for school purposes. |
|---|---|---|---|---|---|---|---|---|---|
| | Males. | Females. | Males. | Females. | | | | | |
| Allen | 18 | 10 | $35 00 | $25 00 | $4,711 58 | $441 50 | $2,051 28 | $221 12 | $8,414 97 |
| Anderson | 22 | 23 | 40 00 | 25 00 | 5,521 75 | 2,319 75 | 2,306 26 | ..... | 12,265 62 |
| Atchison | 41 | 51 | 47 50 | 33 50 | 21,801 50 | 3,559 15 | 6,831 68 | 307 20 | 28,487 43 |
| Bourbon | 37 | 45 | 39 00 | 28 50 | 17,377 00 | 1,133 04 | 5,274 72 | 570 96 | 9,249 28 |
| Brown | 30 | 29 | 40 00 | 29 00 | 8,508 00 | 2,022 00 | 2,283 64 | 101 50 | ..... |
| Butler | 3 | 5 | 37 00 | 28 00 | 1,255 00 | 534 50 | 569 80 | 26 00 | ..... |
| Clay | 8 | 10 | 26 40 | 19 10 | 1,380 00 | 144 69 | 341 88 | 277 95 | 823 00 |
| Chase | 8 | 14 | 37 64 | 26 55 | 2,135 22 | 2,250 00 | 754 80 | 81 39 | 6,170 33 |
| Crawford | 10 | 34 | 34 00 | 16 00 | 1,178 00 | 987 00 | 824 57 | 65 50 | 159 00 |
| Cherokee | 14 | 32 | 33 00 | 26 00 | 4,509 00 | 700 00 | 3,732 56 | 2,500 00 | ..... |
| Cloud | 1 | 6 | 35 00 | 22 00 | 302 00 | 27 00 | 301 92 | ..... | 27 00 |
| Coffey | 25 | 24 | 42 48 | 30 28 | 6,264 00 | 2,454 00 | 2,351 72 | 147 26 | 11,804 00 |
| Davis | 9 | 16 | 52 58 | 28 43 | 4,495 50 | 1,097 74 | 1,474 08 | 811 12 | 5,003 77 |
| Dickinson | 6 | 5 | 33 00 | 26 00 | 1,224 00 | ..... | 550 24 | 8 00 | ..... |
| Doniphan | 56 | 37 | 40 51 | 27 25 | 13,157 00 | 2,689 00 | 7,099 68 | 311 31 | 17,438 00 |
| Douglas | 29 | 75 | 48 34 | 39 24 | 15,887 20 | 5,160 50 | 7,479 00 | 2,663 15 | 24,290 15 |
| Ellis | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Ellsworth | 1 | 2 | 50 00 | 50 00 | 455 00 | 150 00 | 315 65 | ..... | ..... |
| Franklin | 37 | 39 | 39 91 | 29 25 | 9,383 50 | 2,088 00 | 3,845 04 | 293 00 | 18,964 82 |
| Greenwood | 13 | 9 | 36 00 | 30 00 | 2,441 50 | 457 00 | 1,225 44 | 2 46 | 24 34 |
| Jackson | 28 | 18 | 35 00 | 27 00 | 8,380 00 | 925 00 | 2,350 04 | ..... | 10,058 00 |
| Jefferson | 51 | 38 | 44 04 | 37 42 | 14,979 00 | 3,720 72 | 5,650 64 | 150 37 | 53,037 06 |
| Johnson | 10 | 40 | 33 10 | 24 00 | 10,634 00 | 1,300 00 | 9,612 64 | 6,000 00 | 19,080 00 |
| Labette | 15 | 20 | 38 25 | 30 15 | 2,330 00 | 557 00 | 1,145 52 | 437 48 | 885 33 |
| Leavenworth | 35 | 73 | 49 12 | 38 00 | 34,562 96 | 18,814 31 | 11,814 86 | 498 35 | 52,081 51 |
| Linn | 38 | 47 | 42 13 | 29 82 | 10,172 00 | 2,566 68 | 5,070 48 | ..... | 609 15 |
| Lyon | 25 | 34 | 37 80 | 26 33 | 9,141 25 | 1,286 71 | 2,619 60 | 381 24 | 20,221 65 |
| Marion | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Marshall | 22 | 25 | 37 53 | 30 88 | 5,029 50 | 1,172 40 | 1,995 04 | 16 00 | 14,136 38 |
| Miami | 37 | 41 | 40 54 | 31 80 | 12,010 00 | 2,198 00 | 4,759 00 | 494 00 | 22,507 00 |
| Morris | 11 | 6 | 44 48 | 39 16 | 3,237 50 | 729 58 | 554 51 | 238 83 | 2,979 49 |
| Nemaha | 42 | 32 | 38 00 | 27 60 | 11,153 16 | 2,396 16 | 2,257 00 | 210 92 | 21,557 24 |
| Neosho | 17 | 23 | 36 00 | 24 60 | 3,739 00 | 237 23 | 2,601 84 | 195 87 | 1,500 00 |
| Osage | 11 | 14 | 47 50 | 35 00 | 2,999 00 | 1,725 00 | ..... | 841 00 | 2,873 00 |
| Ottawa | 5 | 4 | 33 00 | 25 00 | 564 00 | 830 00 | 193 82 | 67 00 | 371 00 |
| Potawatomie | 19 | 29 | 32 02 | 24 92 | 5,139 00 | 650 00 | 1,963 96 | 592 12 | 13,001 21 |
| Republic | ..... | 3 | ..... | 16 00 | 144 00 | 25 00 | 43 75 | ..... | 32 00 |
| Riley | 10 | 20 | 45 00 | 28 30 | 4,389 50 | 3,124 82 | 1,395 64 | 149 95 | 13,309 33 |
| Saline | 5 | 3 | 48 00 | 38 00 | 1,572 00 | 340 00 | 726 68 | 63 20 | ..... |
| Shawnee | 32 | 35 | 45 00 | 33 33 | 14,000 00 | 3,000 00 | 3,360 00 | 441 43 | 21,783 00 |
| Wabaunsee | 13 | 16 | 34 12 | 28 00 | 3,587 00 | 1,214 95 | 1,388 67 | ..... | 2,559 42 |
| Washington | 6 | 12 | 22 00 | 25 00 | 1,212 50 | 63 85 | 574 24 | 62 75 | 244 50 |
| Wilson | 7 | 8 | 32 50 | 22 00 | 1,579 30 | 68 46 | 1,598 40 | 22 05 | 171 21 |
| Woodson | 13 | 14 | 30 00 | 21 00 | 3,361 00 | 372 00 | 1,041 92 | 20 80 | 4,402 79 |
| Wyandotte | 16 | 18 | 49 00 | 39 00 | 7,829 00 | 1,803 00 | 4,496 24 | 80 65 | 12,840 00 |
| | 896 | 1,118 | ..... | ..... | 292,719 94 | 79,345 74 | 117,153 68 | 19,259 93 | 428,983 98 |

# KENTUCKY.

The report of the superintendent for the year ending December 31, 1869, gives a full account of the struggle in that State to obtain a reform in the school laws, and its failure, through prejudice and ignorance in the legislature, notwithstanding a previous decision of the people, by a majority of 20,000 votes, in favor of such reform.

After a thorough canvass of the State by the superintendent, after a systematic and thorough discussion of the question of increasing the tax for schools, and notwithstanding the morbid, sensitive condition of the public mind consequent upon the late civil war, the measure was sustained by nearly every county in the State. The last provision of the bill thus ratified authorized the superintendent to "prepare a bill for a revised or remodeled code of laws for the better organization and management of the common school system of Kentucky by the next meeting of the general assembly," &c.

Upon this authority, and aided by the experience and counsels of the ablest educators in the State, the superintendent prepared a bill comprising the needed reforms, a copy of which was placed on the desk of each member. He also, in a special report to that body, offered certain suggestions in regard to the perfecting of the school system, with specific changes needed.

1. The character and qualifications of county commissioners, "the right arm of power to the system," should be more strictly guarded, and an adequate compensation provided them, so that the position may command first-class men.

2. Provisions to rear up a corps of professional trained teachers from the young men and women of the State, seven or eight thousand of whom would exert a valuable influence.

3. Promotion of educational literature; a journal which should be nearly self-supporting, district libraries, &c.

4. There should be free graded schools in every district of 150 children.

5. Uniformity of text-books.

6. District organizations consolidated.

The bill submitted by the superintendent was similar in essential features to modern systems of other States, with a few provisions made necessary by peculiar circumstances of the State. The people desired its passage, and had, by a large vote, agreed to the necessary taxation. It appears that members, though generally disposed in favor of the school law, were entirely ignorant upon the subject, as they freely admitted, "not one of whom had probably read the school law of another State, and probably not five who had even carefully read the school law of Kentucky."

Opposition to the bill arose in the committee; it was soon evident that its dominant spirits were hostile to liberal or reform measures, and the legislature, being informed, had no course left but to follow the lead of the committee, who prepared a substitute for the bill, carefully leaving out all the liberal and reform measures, which was reported near the end of adjournment and passed. A protest against it, setting forth its many and serious defects, did not avail, though a strong effort was made in the senate, the committee of that body being, with one exception, in full sympathy with the spirit of educational reform. But the senate had become infected with the opposition, and the bill of the house committee was passed.

The legislature thus stands forth in antagonism toward the department of education, or, in other words, toward the people, who gave the superintendent a majority of 25,000. The question therefore remains for the people to decide which policy they will finally indorse.

The inefficiency of the old law has been a general cause of complaint heretofore, and with the meagerness of the school fund, brought the system into disrepute. The common sentiment expressed was, "Give us better law and more money, or abolish the school system altogether." The present bill, substantially re-enacting the old law, will continue the reproach and finally paralyze the system.

It fails to locate the commissioner officially, to provide for presentation of records, reports, disbursements of money, &c.; such arrangements as no competent man would tolerate in regard to his private business.

No satisfactory plan has yet been established by the legislature for the education of the colored population, who have always manifested an eager and earnest desire for the education of their children. They have asked for a law to tax themselves for the purpose, but without success.

The law which merely provides that colored schools *may* be taught is generally ignored, and money collected of colored people for school purposes applied to the support of paupers. In consequence of this misappropriation the colored people avoid the tax by every possible subterfuge, and it now amounts to but little.

## *List of school officers in Kentucky.*

Hon. Z. F. SMITH, *superintendent public instruction, Frankfort.*

SCHOOL COMMISSIONERS.

| County. | Name. | Post office. |
|---|---|---|
| Adair | Matthew Taylor | Columbia. |
| Allen | Fletcher Gatewood | Scottsville. |
| Anderson | L. W. Chambers | Lawrenceburg. |
| Ballard | I. K. Swain | Blandville. |
| Barren | J. W. Dickey | Glasgow. |
| Bath | E. V. Brother | Owingsville. |
| Boone | Dr. R. H. Brasher | Florence. |
| Bourbon | W. H. Lockhart | Paris. |
| Boyd | Jacob Rice | Catlettsburg. |
| Boyle | R. H. Caldwell | Parksville. |
| Bracken | A. C. Armstrong | Augusta. |
| Breathitt | William M. Combs | Jackson. |
| Breckinridge | J. R. Brandt | Hardinsburg. |
| Bullitt | R. J. Meyler | Shepherdsville. |
| Butler | J. M. Forgy | Morgantown. |
| Caldwell | T. M. Ballentine | Princeton. |
| Calloway | D. W. Padgit | Murray. |
| Campbell | N. C. Pettit | Cold Spring. |
| Carroll | Thomas J. McElrath | Carrollton. |
| Carter | James H. Armstrong | Olive Hill. |
| Casey | Daniel W. Coleman | Middleburg. |
| Christian | James Moore | Hopkinsville. |
| Clark | D. J. Pendleton | Winchester. |
| Clay | John E. White | Manchester. |
| Clinton | Jesse Ewing | Albany. |
| Crittenden | John W. Blue | Marion. |
| Cumberland | J. W. Williams | Burksville. |
| Daviess | David F. Todd | Owensboro. |
| Edmonson | James Edwards | Glasgow Junction. |
| Elliott | J. K. Howard | Rock House. |
| Estill | Alexander D. Hamilton | Irvine. |
| Fayette | B. N. Grehan | Lexington. |
| Fleming | E. Williams | Tilton. |
| Floyd | R. H. Weddington | Prestonsburg. |
| Franklin | John R. Graham | Frankfort. |
| Fulton | A. S. Tyler | Hickman. |
| Gallatin | Samuel Turley | Napoleon. |
| Garrard | John K. West | Lancaster. |
| Grant | J. H. Thompson | Williamstown. |
| Graves | William H. Miller | Mayfield. |
| Grayson | T. R. McBeath | Litchfield. |
| Green | D. T. Towles | Greensburg. |
| Greenup | F. B. Trussell | Greenupsburg. |
| Hancock | Russell G. Tift | Hawesville. |
| Hardin | Tim. Needham | Elizabethtown. |
| Harlan | William Turner, sr | Mount Pleasant. |
| Harrison | Joseph Lebus | Cynthiana. |
| Hart | H. C. Martin | Mumfordsville. |
| Henderson | John McCullagh | Henderson. |
| Henry | Samuel Jones | Franklinton. |
| Hickman | D. Zimmerman | Clinton. |
| Hopkins | James W. Wilkins | Madisonville. |
| Jackson | Green V. Holland | Clover Bottom. |
| Jefferson | Oliver Lucas | Louisville. |
| Jessamine | George R. Pryor | Nicholasville. |
| Johnson | James Ramey | Hood's Fork. |
| Josh Bell | William North | Cumberland Ford. |
| Kenton | J. C. Byland | Independence. |
| Knox | John R. Helton | Barbourville. |
| Larue | John W. Gore | Hodgenville. |

*List of school officers in Kentucky*—Continued.

| County. | Name. | Post office. |
|---|---|---|
| Laurel | Vincent Boreing | Loudon. |
| Lawrence | James R. Dean | Louisa. |
| Lee | Simpson Kelley | Beatyville. |
| Letcher | D. Vermillion | Whitesburg. |
| Lewis | James McDermott | Vanceburg. |
| Lincoln | S. S. McRoberts | Stanford. |
| Livingston | A. J. Fleming | Smithland. |
| Logan | James H. Bowden | Russellville. |
| Lyon | James C. Church | Eddyville. |
| Madison | W. B. Stevers | Richmond. |
| Magoffin | Isaac C. Howard | Salyersville. |
| Marion | John Healy | Raywick. |
| Marshall | J. O. Johnston | Benton. |
| Mason | Emery Whitaker | Maysville. |
| McCracken | D. D. Thomson | Paducah. |
| McLean | J. W. Bickus | Calhoun. |
| Meade | Collins Fitch | Garnettsville. |
| Menifee | Shelby Kash | Martinsburg. |
| Mercer | C. Terhune | Harrodsburg. |
| Metcalfe | Benjamin Shirley | Glover's Creek. |
| Monroe | Samuel J. Hunter | Tompkinsville. |
| Montgomery | John W. Orear | Mount Sterling. |
| Morgan | J. C. Fugett | West Liberty. |
| Muhlenburg | Henry Porter | Greenville. |
| Nelson | J. W. Muir | Bardstown. |
| Nicholas | Isaac Chism | Carlisle. |
| Ohio | W. F. Gregory | Hartford. |
| Oldham | G. B. Moore | Lagrange. |
| Owen | John Strother | Owenton. |
| Owsley | Joseph P. Hampton | Booneville. |
| Pendleton | Gideon M. Colvin | Falmouth. |
| Perry | C. C. Duff | Hazzard. |
| Pike | Harrison Ford | Pikeville. |
| Powell | James O. Tracy | Stanton. |
| Pulaski | J. E. Cosson | Somerset. |
| Robertson | W. V. Prather | Mount Olivet. |
| Rock Castle | J. C. P. Myers | Mount Vernon. |
| Rowan | R. G. Scott | Farmers' Post Office. |
| Russell | 'Squire Popplewell | Jamestown. |
| Scott | H. S. Rhaton | Georgetown. |
| Shelby | C. J. Hinkle | Shelbyville. |
| Simpson | George W. Whitesides | Franklin. |
| Spencer | Charles B. Stilwell | Taylorsville. |
| Taylor | D. G. Mitchell | Campbellsville. |
| Todd | W. E. Mobley | Elkton. |
| Trigg | John S. Spiceland | Cadiz. |
| Trimble | L. G. Peak | Bedford. |
| Union | John F. Cromwell | Morganfield. |
| Warren | Samuel Richardson | Bowling Green. |
| Washington | W. R. Casey | Springfield. |
| Wayne | R. C. McBeath | Berryville. |
| Webster | R. K. Thornberry | Poole's Mill. |
| Whitley | L. P. Bird | Whitley Court House. |
| Wolfe | James M. Roberts | Hazel Green. |
| Woodford | W. W. George | Versailles. |

## LOUISIANA.

The report of superintendent, dated January 30, 1869, the first made under the new school law. A board of education was promptly organized upon the passage of the law, and all other steps taken to put the law in operation as far as practicable. "Many portions of it are impracticable, and will need to be changed entirely." Suitable persons cannot be found willing to assume the duties of school directors; people are unwilling to tax themselves for schools, and the State fund is insufficient to support them for more than one month in the year. The law should be amended so as to, first, supply adequate funds, and then its machinery simplified and its action made more direct. That particular feature of the law which provides for compulsory mixed schools renders the whole system obnoxious. The law should be amended so as to allow liberty of choice.

Lands donated by Congress for school purposes have been unwisely managed. Their "condition at present is such as to reflect discredit on our State. Portions of them have been sold, and the purchase money remains unpaid;" others rented, and rents uncollected; others encroached upon; others stripped of timber; "and thus, through the neglect of some and the rapacity of others, the rich endowment of our youth in danger of being utterly squandered."

During the years 1867 and 1868 a large portion of the State school fund was lost, being in State notes, which were destroyed according to law.

Its parish treasurers fail to report to the superintendent, as by law required. It is impossible to know whether the school moneys have been applied to the work of education or not. The present law contains no power to compel them to perform their duty.

Normal schools are greatly needed. Trained teachers are indispensable to the efficiency of schools, and at present the State must look abroad principally for such teachers. The normal school in New Orleans, which was by act of legislature "constituted and designated a State normal school," is confessedly unequal to the purpose. It is without a building of its own, compelled to hold its sessions at a late hour of the day, when the building belonging to another school can be secured, and depending for instruction on teachers whose energies have been already taxed to the full by their duties in the city schools.

Valuable aid has been rendered by the Freedmen's Bureau; 115 buildings furnished, and $14,610 84 expended for rents, repairs, &c.; and such schools established by the aid and encouragement of the bureau are now, in whole or in part, sustained by themselves.

Under the bureau there are now in operation 216 schools, with 259 teachers and 12,309 pupils.

The public schools of New Orleans still remain in the hands of the old city board, in consequence of a lack of definiteness in the terms of the law transferring their control to the State board. The old board refuse to comply with the law, and appeal to the courts has proved fruitless. The law must be amended before they can be brought under the State system.

The Louisiana State Seminary is now recovering from the disaster by fire which occurred in October. It now occupies the north wing of the building belonging to the Deaf and Dumb and Blind Asylum in Baton Rouge. Loss by the fire estimated at $20,000. Library, apparatus, and school furniture were saved. Use of the asylum is granted only until the meeting of the legislature, so that some action will be necessary to provide for its continued existence. It has now on its rolls 150 cadets. The total number during 1869 was 196, of whom 113 were beneficiaries of the State.

The Peabody fund has aided 20 towns and cities in the State, amounting in the aggregate to the sum of $20,000, besides $4,000 to six normal schools and departments, as follows:

| | |
|---|---|
| New Orleans normal school | $1,900 |
| Plaquemine normal department | 480 |
| Clinton normal department | 480 |
| Bastrop normal department | 820 |
| Mount Lebanon normal department | 320 |
| Monroe normal department | 500 |

*Table showing the statistical details of schools in Louisiana by parishes, derived from the State report.*

Hon. THOMAS W. CONWAY, *State superintendent of education, New Orleans.*

| Divisions. | Superintendent. | Parishes. | Teachers. | Schools. | | | Scholars. | | | Disbursements. | Educable youths. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | White. | Colored. | Total. | White. | Colored. | Total. | | Year. | Number. |
| City of New Orleans | R. C. Richardson | | 328 | 42 | 16 | 58 | 18,059 | 5,225 | 23,284 | $350,000 00 | 1869 | 90,825 |
| First | | Orleans, right bank | 4 | | | 10 | | | 425 | 1,359 00 | 1869 | 4,136 |
| Second | E. S. Stoddard, New Orleans | Ascension | | | | | | | | | 1869 | 2,806 |
| | | Assumption | 4 | | | 4 | | | 125 | | 1869 | 4,179 |
| | | Jefferson, left bank | 35 | | | 11 | | | 1,283 | | 1869 | 5,275 |
| | | Lafourche | | | | | | | | | 1869 | 3,466 |
| | | Plaquemine | | | | | | | | | 1869 | 2,373 |
| | | Terrebonne | | | | | | | | 200 50 | 1869 | 2,968 |
| | | St. Bernard | | | | | | | | | 1869 | 1,879 |
| | | St. Charles | 3 | | | 3 | | | 97 | | 1869 | 921 |
| | | St. James | | | | | | | | | 1869 | 4,134 |
| | | St. John Baptist | | | | | | | | | 1869 | 2,628 |
| Third | R. K. Diassy, Baldwin | East Baton Rouge | 6 | | | 2 | | | | | 1869 | 3,049 |
| | | East Feliciana | | | | | | | | | 1869 | 3,737 |
| | | Iberville | | | | | | | | | 1869 | 4,019 |
| | | Livingston | | | | 20 | | | | 4,088 30 | 1869 | 2,110 |
| | | Pointe Coupée | | | | | | | | | 1869 | 3,675 |
| | | St. Helena | | | | | | | | | 1869 | 1,623 |
| | | St. Tammany | | | | | | | | | 1867 | 2,609 |
| | | Tangipahoa | 4 | | | 4 | | | | | 1869 | 1,992 |
| | | Washington | | | | | | | | 2,716 85 | 1869 | 1,461 |
| | | West Baton Rouge | | | | | | | | | 1869 | 1,129 |
| | | West Feliciana | 2 | | | 2 | | | | | 1869 | 2,446 |
| Fourth | James McCleery, Shreveport | Avoyelles | | | | | | | | 225 00 | 1869 | 4,760 |
| | | Calcasieu | | | | | | | | 200 00 | 1869 | 2,536 |
| | | Catahoula | | | | | | | | 5,805 56 | 1869 | 1,239 |
| | | Grant | | | | | | | | | | |
| | | Iberia | | | | | | | | | 1869 | 2,736 |
| | | Lafayette | 5 | | | 5 | | | | | 1869 | 2,355 |
| | | Rapides | | | | | | | | | 1869 | 3,490 |
| | | St. Landry | 14 | | | 14 | | | 560 | 3,369 73 | 1869 | 8,380 |
| | | St. Martin | | | | | | | | | 1869 | 2,122 |
| | | St. Mary | | | | | | | | 1,860 00 | 1869 | 3,314 |
| | | Vermillion | | | | | | | | | 1869 | 2,090 |

*Table showing the statistical details of schools in Louisiana by parishes, &c.*—Continued.

| Divisions. | Superintendent. | Parishes. | Teachers. | Schools. | | | Scholars. | | | Disbursements. | Educable youths. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | White. | Colored. | Total. | White. | Colored. | Total. | | Year. | Number. |
| Fifth | R. C. Wyly, Lake Providence | Bienville | | | | | | | | $2,729 64 | 1869 | 2,815 |
| | | Bossier | | | | | | | | | 1869 | 2,969 |
| | | Caddo | | | | | | | | | 1869 | 2,890 |
| | | Claiborne | | | | | | | | | 1869 | 4,4e0 |
| | | De Soto | | | | | | | | | 1869 | 5,388 |
| | | Jackson | | | | | | | | | 1869 | 2,501 |
| | | Natchitoches | | | | | | | | | 1869 | 4,077 |
| | | Sabine | | | | | | | | | 1869 | 1,200 |
| | | Winn | | | | | | | | | 1869 | 2,208 |
| Sixth | J. B. Carder, New Orleans | Caldwell | | | | | | | | | 1869 | 1,457 |
| | | Carroll | | | | | | | | | 1869 | 3,886 |
| | | Concordia | | | | | | | | | 1869 | 1,390 |
| | | Franklin | | | | | | | | | 1869 | 1,287 |
| | | Madison | | | | | | | | | 1869 | 2,128 |
| | | Morehouse | | | | | | | | 1,519 61 | 1869 | 2,158 |
| | | Ouachita | | | | | | | | | 1869 | 4,045 |
| | | Richland | | | | | | | | | 1869 | 1,532 |
| | | Tensas | | | | | | | | 10,467 59 | 1869 | 1,617 |
| | | Union | | | | | | | | 4,097 86 | 1869 | 3,013 |

# MAINE.

This State comprises 408 towns and 119 plantations, and has 4,019 school-houses, with 4,166 teachers employed in winter, and 4,130 in summer. The number of scholars registered in winter schools is 135,292; in summer, 120,262. The average attendance in winter is 108,434, and in summer, 94,114. The estimated value of all school property in the State is $2,163,409. The amount of school money voted during the year 1869 was $792,815, being $89,698 in excess of the amount required by law. The aggregate amount expended for schools was $1,082,106. The average wages for teachers is, for males, $30 44; and for females, $12 16; being the lowest wages paid to any teachers in the thirteen States mentioned in the report. The number of school-houses built during the year is 121, costing $175,904.

There are two normal schools in the State, one having been in operation six years, the other four; and both together have graduated about a hundred students, most of whom are now teaching in the State. The total number of scholars in the State, as returned to the State superintendent, for 1870, is 228,167; for 1869, was 226,144; gain, 2,024.

The legislature of 1869 established county teachers' institutes, to be held under the direction of the State superintendent, appropriating the sum of $4,000 to be annually expended for the purpose. Institutes have been held accordingly during the past year in every county, with an aggregate attendance of 2,658. In addition to this, town institutes have also been held, under the direction of county supervisors, thus reaching more than 3,000 teachers, and arousing a general interest throughout the State in the subject of education. From this interest have sprung up teachers' meetings and town and county associations, whose value to the teacher, the parent, and the educational life of the community cannot be estimated. The State Educational Association, reorganized two years ago, held its second annual meeting this year, at Bath, at which the increased interest in educational matters was evidenced by the large attendance of teachers and earnestness in the discussion of practical questions. A journal of education has been published the past year by Brown Thurston, esq., of Portland.

The total amount of the State school fund for 1870 was $284,058 58. This is a permanent school fund, the interest of which is divided annually among the several towns upon the basis of the census of children between the ages of four and twenty-one. Only about 50 per cent. of this number attend the schools, and after making due allowance for the absence incidental to the two extremes of the school age, it is estimated that, "in general terms, truancy and absenteeism deprive us of at least 25 per cent. of attainable results in the educational line."

By act of legislature, 1868, the educational department was localized at the capital, and an office established in the state-house. More than 20,000 blanks required by law have been prepared by this office and issued to the towns. Corresponding returns have been received, tabulated in the statistics embraced in this report, and properly filed. Twelve thousand circulars have been issued to teachers and committees, and five thousand reports distributed to the several towns and to the institutes.

## COMPULSORY ATTENDANCE.

Parents and teachers should employ all influences to win the willing to the school-room; the State should compel the attendance of the unwilling. The power which compels the citizen to pay his annual tax for the support of schools should, in like manner, fill the schools with all of those for whose benefit that contribution was made. It is in the light of a solemn compact between the citizen and the State community. The private citizen contributes of his means, under the established rule of the State, for the education of the youth, with a view to protection of person and security to property; the State, compelling such contributions, is under reciprocal obligations to provide and secure the complete education for which the contribution has been made. This implies the exercise of State power, and involves compulsory attendance as a duty to the tax-payer. The State builds prisons and penitentiaries for the protection of society, and taxes society for the same. But does she stop here, leaving him who has violated law to be pursued by the community in a mass, to be apprehended by a crowd, and borne by a throng to the place of incarceration? No; she pursues the criminal through legitimate instrumentalities, ferrets him out by the sharpest means of detection, and eventually secures that safety and protection to society for which society has been taxed. Now, to prevent crime, to anticipate and shut it off by proper compulsory efforts in the school-room, working with and molding early childhood and youth to the "principles of morality and justice, and a sacred regard for truth, love of country, humanity, and a universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and all other virtues which are the ornaments of society," the State not only has the right to inaugurate such methods as may be deemed best, but is under strict obligations to do so by all the means in her power.

## PORTLAND.

Portland has nine primary schools, with primary departments in two of its grammar schools, with 2,961 children belonging to them, and an average attendance of 2,034; one intermediate school for boys, with 207 belonging, and an average attendance of 107; six grammar schools—two for boys, two for girls, and two mixed, with 1,152 belonging, and an average attendance of 969; and one high school, with 408 belonging; average attendance, 376. Of the number belonging to the high school, 187 were males and 221 females. There are 93 teachers—7 males and 86 females. Upon the islands adjacent to the city there are two districts, having about 100 pupils; while the almshouse and the orphan asylum have schools connected with them, and about 30 children in each.

The amount expended for salaries was $49,750 for the year ending March 31, 1870. The expenditures for other purposes was $13,596 61. Total, $63,346 61.

The school committee of the city is composed of twenty members. In their last report they say of the high school: "The number of scholars in attendance has been larger than at any time previous since the school was established." Sixty-four graduated last summer, having completed the prescribed course. "The course of instruction in the higher English branches has greatly improved within the last two or three years." In regard to truancy and irregular attendance at the schools generally, they say: "Our schools suffer more from this, probably, than from any other single cause." "The officer whose special business it is to look after this class, reports that during eleven months, ending March 1, 1870, he arrested 373 truants."

With reference to the teachers, the committee say: "Our settled policy should be to employ, or continue in employ, good teachers only, and give such an adequate compensation for their services." "A generous policy in this respect will, in the end, be the strictest economy."

## BANGOR.

The whole number of scholars between four and twenty-one years of age, April 1, 1869, was 5,382. The whole number of schools was 57, including 1 high school, 7 grammar schools, 4 for girls and 3 for boys; 10 intermediate, 5 intermediate and primary, mixed; 1 grammar and intermediate, mixed; 18 primary, 12 suburban, and 3 select schools.

The high school has an academic and a classical course, each extending through four years. As an inducement to regularity of attendance, a "roll of honor" is kept in the high and grammar schools of those who are not absent for one year or more, from which it appears that one—Harry D. Thurston—was not absent from the high school for three years; Edwin A. Lynde was not absent for four years; and Cora F. Daggett not absent for six consecutive years. In each of the grammar schools several pupils are named whose attendance was perfect from two to four years.

In regard to examinations, the superintendent, Mr. C. P. Roberts, says:

"Another noticeable change and improvement introduced into our school system during the past year is the discontinuance of public school examinations. Although suggested in part by necessity, it was adopted upon its intrinsic merits. The special committee of the several schools now visit them near the end of the school year, and, free from the discomfort of a crowd of spectators and the excitement and embarrassment of pupils under such a pressure, and without the interruption of the crowd of extras incident to the former system of school examination, review the work of the year under the most favorable circumstances. At the very close of the year the schools have public exhibitions for the gratification of the pupils, parents, and friends."

In conclusion, the superintendent refers to the exhibition made by the pupils on the occasion of the centennial celebration by the city, when two thousand children and youth were in the procession, and says:

"For the rich years of harvest in store for our city, for the intellectual and moral activities which shall shape its enterprise and adorn its happy homes, our common schools are training and molding the materials; and as the plenitude and moral worth of that harvest will be in proportion to the seed our schools are sowing, let them have our wisest care and most judicious and liberal support."

*Table of statistical details of schools in Maine, from report for* 1869.

Hon. WARREN JOHNSON, *superintendent of common schools, Augusta.*

| County. | COUNTY SUPERVISORS. Supervisor. | Post office. | Number of children between the ages of 4 and 21 years. | Number registered in summer schools. | Average number attending summer schools. | Number registered in winter schools. | Average number attending winter schools. | Amount of school money voted in 1869. | Amount paid for tuition in private schools, academies or colleges, within the State. | Amount paid for same out of the State. | Amount paid to superintending school committee. | Estimated value of all school property. | Number of male teachers employed in summer. | Number of male teachers employed in winter. | Number of female teachers employed in summer. | Number of female teachers employed in winter. | Number of teachers graduates of normal school. | Average wages of male teachers per month, excluding board. | Average wages of female teachers per week, excluding board. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Androscoggin | Charles B. Stetson | Lewiston | 11,717 | 6,330 | 4,485 | 6,994 | 4,915 | $47,820 | $2,317 | $310 | $1,178 | $217,360 | 4 | 104 | 186 | 99 | 15 | $36 76 | $3 46 |
| Aroostook | William T. Sleeper | Sherman | 11,571 | 4,107 | 3,160 | 3,416 | 3,647 | 19,680 | 2,490 | 655 | 470 | 37,167 | 8 | 46 | 155 | 69 | 5 | 20 31 | 2 88 |
| Cumberland | J. B. Webb | Gorham | 28,452 | 13,232 | 9,718 | 15,064 | 11,826 | 179,485 | 6,465 | 3,160 | 1,551 | 582,677 | 9 | 181 | 382 | 229 | 8 | 33 45 | 3 63 |
| Franklin | A. H. Abbott | Farmington | 6,464 | 3,938 | 3,003 | 4,800 | 3,968 | 19,250 | 2,194 | 200 | 762 | 53,630 | 3 | 87 | 167 | 98 | 31 | 23 04 | 2 49 |
| Hancock | William H. Savary | Ellsworth | 14,607 | 6,625 | 5,638 | 8,188 | 6,573 | 38,405 | 2,075 | 900 | 1,122 | 95,057 | 4 | 141 | 253 | 107 | 1 | 33 63 | 3 00 |
| Kennebec | William H. Bigelow | Clinton | 17,804 | 9,507 | 7,516 | 10,919 | 8,903 | 69,331 | 6,210 | 594 | 2,337 | 167,280 | 7 | 159 | 355 | 232 | 10 | 32 48 | 3 30 |
| Knox | G. M. Hicks | Rockland | 10,801 | 6,539 | 5,169 | 7,780 | 6,493 | 36,247 | 1,585 | 60 | 800 | 108,950 | 6 | 117 | 176 | 104 | 8 | 35 25 | 3 17 |
| Lincoln | David S. Glidden | New Castle | 9,518 | 5,429 | 4,052 | 6,275 | 4,812 | 26,374 | 2,745 | 300 | 771 | 45,895 | 4 | 110 | 163 | 65 | 1 | 30 87 | 2 93 |
| Oxford | N. T. True | Bethel | 12,444 | 7,670 | 7,413 | 8,888 | 7,338 | 34,870 | 2,821 | 625 | 1,204 | 77,810 | 1 | 178 | 350 | 187 | 13 | 23 87 | 2 67 |
| Penobscot | S. A. Plummer | Dexter | 5,340 | 3,094 | 2,415 | 3,688 | 2,956 | 15,278 | 855 | ..... | 452 | 31,697 | .... | 39 | 117 | 87 | .... | 28 66 | 2 73 |
| Piscataquis | William S. Knowlton | Monson | 26,229 | 15,962 | 11,917 | 16,375 | 15,071 | 81,457 | 8,098 | 900 | 3,098 | 271,172 | 10 | 174 | 453 | 249 | 9 | 33 58 | 3 14 |
| Sagadahoc | D. F. Potter | Topsham | 6,811 | 4,000 | 3,378 | 4,491 | 3,798 | 35,130 | 1,927 | 125 | 1,026 | 98,450 | 4 | 67 | 127 | 69 | 4 | 33 63 | 3 32 |
| Somerset | A. H. Eaton | Norridgewock | 12,114 | 7,471 | 5,927 | 9,372 | 7,582 | 36,006 | 4,364 | 500 | 1,388 | 80,750 | 1 | 118 | 309 | 216 | 12 | 27 30 | 2 97 |
| Waldo | N. A. Luce | Freedom | 13,638 | 6,889 | 5,336 | 9,314 | 7,021 | 37,829 | 4,306 | 1,588 | 1,108 | 87,850 | 5 | 178 | 254 | 104 | 5 | 27 93 | 2 49 |
| Washington | William J. Corthell | Calais | 17,789 | 9,092 | 6,844 | 7,906 | 5,979 | 45,706 | 1,593 | 20 | 857 | 85,405 | 18 | 93 | 262 | 119 | 5 | 35 51 | 3 00 |
| York | M. K. Mabry | Limerick | 20,844 | 10,377 | 8,243 | 11,822 | 9,152 | 69,947 | 4,284 | 1,285 | 1,963 | 122,259 | 13 | 176 | 324 | 166 | 9 | 30 82 | 3 51 |
| | | | 226,143 | 120,262 | 94,114 | 135,292 | 108,434 | 792,815 | 54,329 | 11,222 | 20,087 | 2,163,409 | 97 | 1,968 | 4,033 | 2,200 | 136 | 30 44 | 3 04 |

The report gives no detail of expenditures by counties, but the aggregate for the year was $1,082,106.

# MARYLAND.

**Date of the report of the superintendent of public instruction, February 2, 1863.**

### PROVISIONS OF THE SCHOOL BILL UNDER THE "OLD SYSTEM."

On the 2d of February, 1865, Rev. L. Van Bokkelen, LL. D., State superintendent of public instruction for Maryland, presented to the general assembly of Maryland a bill entitled "An act to establish a uniform system of public instruction for the State of Maryland." This bill provided that the supervision and control of public instruction should be vested in a State board of education, and in boards of school commissioners for the city of Baltimore and each county; defined exactly the powers and duties of the superintendent, and all associate officers; embraced a complete system of public instruction, beginning with the primary school, and progressing through the grammar school to the county high school, and providing for the establishment of a State normal school, and to secure the efficiency of the system, provided that an annual report of the schools should be submitted by the county directors to the State superintendent, and by him presented to the governor. This bill also directed that "every child in the State between the ages of eight and fourteen years, without fixed employment, shall attend school at least six months in each year," and that "no child under the age of fourteen years shall be employed in any manufacturing establishment, or in any business in the State, unless such child has attended some public or private school six of the twelve months next preceding." To secure these provisions, fines were imposed upon any parent, guardian, or other person who should violate them.

A noticeable feature of the bill is the obligation imposed upon teachers to open their schools daily by the reading of some portion of the New Testament, and to impress upon the minds of their pupils the principles of piety, loyalty, and general morality. The bill also declared that the system of public instruction is designed to embrace benevolent, remedial, and reformatory institutions, and further directed the boards of school commissioners to establish separate schools for the instruction of children of African descent, and until such school should be established, made provision for the education of these children in private schools.

### CONDITION OF THE SCHOOLS AT THE INAUGURATION OF THE SYSTEM.

In accordance with the just and enlarged principles of this bill, Rev. L. Van Bokkelen, LL. D., devoted his energies to the development of the system, convinced that he must begin at the foundation, as up to this time there had been no centralized State system, each county controlling its own schools by local laws.

By inquiries addressed to the presidents of the school boards, it was ascertained that the following evils prevailed in all sections: The county directors were often illiterate men, who paid little attention to the schools. The school-houses were very inferior. The teachers were in general incompetent. The sources of the school fund were varied and irregular. There was no uniform standard for teachers' salaries. There was a general apathy on the part of the people with reference to the public schools in most districts, while in others the prejudices of partizanship, sectionalism, and caste were all invoked against them. The standard of scholarship was exceedingly low; reading, writing, and arithmetic being the branches mainly taught, and these very imperfectly.

### IMMEDIATE RESULTS OF THE NEW SYSTEM.

**Date of the first annual report of the superintendent of public instruction, December 15, 1866.**

From the report of the State superintendent for the school year ending June 30, 1866, it is seen that the new system imparted an impulse to education throughout Maryland; the improved method of supervision aroused the enthusiasm and excited the confidence of the teachers, while their efficiency was promoted by teachers' institutes and the teachers' State association.

The per cent. of children attending public school during the year was .45, and the absolute increase in scholars over the year 1865 was, as nearly as can be ascertained from the reports, 5,000, (the city of Baltimore being omitted in all these estimates.)

But very little was done during the year to improve the condition of school-houses, on account "of the absence of a law by which funds for building purposes could be collected," and on account of inefficient legislation the financial provisions of the bill were not carried out.

The people throughout the State began to manifest an interest in the public schools, as was evinced by their attendance upon teachers' institutes, the increased courtesy to teachers, and the fact that letters from citizens were constantly received at the office of public instruction, asking for competent teachers.

The State normal school was established during the year, (January 15, 1866,) in the

city of Baltimore. It rapidly increased in numbers, and as its first fruits furnished to the State within a year eighteen teachers, who by their superiority over the ordinary teachers proved the importance of the institution.

### COLORED SCHOOLS.

Nothing was done during this year by the State for the education of colored children, but the colored people, aided by benevolent associations, particularly the "Baltimore Association," established schools of their own. The school under the Baltimore Association made remarkable progress, having always trained teachers, who were subject to rigid examination before receiving their appointment.

From the statistics it appears that there were, in 73 schools for colored persons—22 in the city of Baltimore, and 51 in nineteen counties—7,300 pupils registered; 5,645 pupils in average attendance; 78 teachers; nine months the schools were open. The total expense of the 73 schools, including books, furniture, and supervision was $52,515 14; of which there were $9,821 19 contributed by colored people in the State.

### STATISTICAL SUMMARY OF THE PUBLIC SCHOOLS FOR THE YEAR ENDING JUNE 30, 1866.

In the following summary, prepared from the statistical tables of the several counties, the statistics of the Baltimore city public schools are not included:

| | |
|---|---|
| Total number of different children taught | 64,793 |
| Average attendance of children | 43,750 |
| Total number of teachers employed | 1,533 |
| Average duration of the schools $9\frac{1}{10}$ months. | |
| Total cost of 1,359 schools | $389,006 91 |
| Average cost of each school | 286 24 |
| Total amount paid for teachers' salaries | 356,680 50 |
| Average salary of each teacher | 232 66 |
| Average cost of each pupil | 6 00 |
| Total amount expended during the year for building, repairing and furnishing school-houses | 20,078 41 |
| Total receipts for the year | 514,154 94 |
| Total disbursements | 477,425 63 |

Date of the report of the public schools of Maryland, by Prof. M. A. Newell, principal of the Maryland State normal school, January 4, 1870.

### EXISTING SCHOOL SYSTEM.

Although the system of free public schools which was in operation in 1865 and 1866 was abolished, it formed the basis of the present school system.

*The School Law.*—A meeting of public school officers, at which the city of Baltimore and thirteen counties were represented, was held on the 7th and 8th of December, 1869, by which twelve amendments to the school law were proposed, differing in a few particulars from the provisions of the bill presented to the general assembly in 1865. By the most important of these amendments it was resolved: That a State board of education should be appointed; that teachers should be appointed by the several boards of county school commissioners, instead of county directors, as formerly; that the examination of teachers should be conducted in the presence of at least one member of the board; and that the normal school is an essential part of the State school system. It was especially urged that if the first resolution were embodied in the law, and discretionary powers given to the State board with reference to the subjects embraced in the others, that any further changes might be dispensed with until the next meeting of the legislature, when the State board might be required to submit a new law founded on the old, but embracing all the changes that an experience of four years had proved to be necessary, and no others.

*Officers.*—It is suggested in the report that the number of school commissioners in many counties is too large, and that there should be some uniform understanding with regard to the law for their compensation; and that if there must be trustees, these should be appointed by the school commissioners.

*Teachers.*—The teachers, as a body, are faithful and competent, the chief obstacles to their complete efficiency being insufficient salaries and the lack of teachers' institutes. The teachers are all subject to examination once in three years, a plan which works well in the main, though it is desirable to make some arrangement by which teachers of eminent ability, long experience, and well-known character, may receive "life certificates," and thus be free from the anxiety and excitement of these frequent examinations.

*Scholars.*—The chief hinderance to the perfection of the school system is the irregular attendance of the children. The school-going population of the State (including Baltimore) is 100,000; of these, 75,402 have their names enrolled on the school registers, (though not all in one term,) while the average attendance for the year ending September 30, 1869, have been less than 34,000. It is certain that the State has provided machinery, and paid the cost of educating 50,000 scholars, and yet the average attendance is less than two-thirds of that number. The total amount disbursed on account of schools during the year was $751,310 36. From what has been said, it follows that one-third of this large amount was absolutely thrown away.

*Compulsory Law.*—A compulsory law would be useless, because in the present state of public sentiment it could not be enforced. As school-houses are made more comfortable, and teachers learn how to make school work interesting as well as profitable, it is hoped the irregularity will diminish; but meanwhile some especial effort should be made to remedy the evil.

*State Normal School.*—The number of pupils in the State normal school for the year ending September 30, 1869, was larger than at any previous time, and the educational standard higher, though in February last the school suffered a severe loss in the death of Dr. A. Snowden Pigget, professor of natural sciences. Despite the success of this institution, so inadequate are the accommodations provided to its absolute wants, that Professor M. A. Newell states, that in his opinion the "time has come when the school should either be abandoned altogether or provided with a suitable home." The whole number of pupils enrolled last year was 144; the whole number enrolled since its organization has been 390; the whole number of graduates 102; and the number of teachers it has furnished to the State, 125. The number of instructors, exclusive of the principal, is seven, and their salaries amount to $3,440.

*Colored Schools.*—The school law contains the following section: "The total amount of taxes paid for school purposes by the colored people of any county shall be set aside for maintaining the schools for colored children, which shall be under the direction of the board of county school commissioners." No such schools have been reported, but the sum of $951 27 is charged as paid to colored schools in six counties. It is evident that some more effective measure must be adopted if the colored people are to be educated by the State.

It would seem that the counties can do no wiser thing than to follow the example of Baltimore City in educating the colored children in separate schools, but under the same laws and superintendence as white children. The "Baltimore Association" has charge of 63 schools for colored children, and also an *efficient* normal school in the city of Baltimore, with 5 teachers and 210 scholars, arranged in four grades. The latter is partially self-supporting, the fees ranging from $10 to $15 per year.

## EDUCATIONAL INTERESTS INDIRECTLY CONNECTED WITH THE STATE SCHOOL SYSTEM.

1. *St. John's College.*—St. John's College at Annapolis enjoys a greater degree of prosperity than at any former period. This prosperity is believed to be mainly due to the liberal measures adopted by the college for diffusing its advantages throughout the State by the establishment of a system of "free scholarships" whose incumbents are appointed by the board of school commissioners in each county. These scholarships number 150. The other main statistics are as follows:

| | |
|---|---|
| Endowment by the State | $15,000 |
| Number of instructors | 13 |
| Salaries of instructors | 15,000 |
| Value of college building and property | $250,000 |
| Number of volumes in library | 4,000 |
| Students | 180 |

2. *The Maryland Agricultural College.*—This institution has enjoyed peculiar prosperity during the past year; debts that once threatened to crush it are nearly all paid, and the current expenses are promptly met. The board of instructors consists of a president, four professors, and two tutors, one of whom is also the military instructor.

3. *The Baltimore Female College.*—The Baltimore Female College was instituted in 1849 and incorporated by the State of Maryland the same year. Its course of instruction is extensive, and the buildings and other appointments have cost about $50,000. When the college was instituted it was intended in part as a training school for teachers. This object has been steadily kept in view, and to secure its success the trustees obtained an endowment of $2,200 per annum from the State, for which they educate in all the branches of the college one pupil from each county in the State, and one from the city of Baltimore. Of 197 graduates of the college, 72 have become teachers, beside many undergraduates. During the past year 128 pupils have been in attendance, many of whom intend to teach. The college possesses a sufficient chemical and philosophical apparatus, a library of 4,000 volumes, with cabinets of minerals, medals, &c. The faculty consists of a president and eight associates.

## STATISTICAL SUMMARY.

*Comparison of Reports.*—No comparison can be made between 1868 and 1869, on account of the fragmentary returns for 1868. By a comparison between the years 1867 and 1869 the following important results have been obtained:

| | |
|---|---|
| Number of schools in 1869 | 1,347 |
| Number of schools in 1867 | 1,279 |
| Increase in 1869 | 68 |
| Number of new school-houses reported in 1869 | 85 |
| Number of new school-houses reported in 1867 | 45 |
| Increase in 1869 | 40 |
| Number of enrolled scholars in 1869 | 75,402 |
| Number of enrolled scholars in 1867 | 71,060 |
| Increase in 1869 | 4,342 |
| Amount paid for teachers' salaries in 1869 | $486,336 39 |
| Amount paid for teachers' salaries in 1867 | 405,257 62 |
| Increase in 1869 | $81,076 77 |
| Amount paid for building, repairing, and furnishing school-houses in 1869 | $108,522 21 |
| Amount paid for building, repairing, and furnishing school-houses in 1867 | 40,973 04 |
| Increase in 1869 | $67,549 17 |
| Amount received from county school taxes in 1869 | $202,466 81 |
| Amount received from county school taxes in 1867 | 92,032 94 |
| Increase in 1869 | $110,433 87 |
| Amount received from the State, from State school tax, free school fund, and academic fund in 1869 | $358,040 10 |
| Amount received from the State, from State school tax, free school fund, and academic fund in 1867 | 374,527 66 |
| Decrease in 1869 | $16,486 56 |
| Total expenditure for all public school purposes in 1869 | $751,310 36 |
| Total expenditure for all public school purposes in 1867 | 511,805 37 |
| Increase in 1869 | $239,504 99 |

These figures prove conclusively the increased prosperity and popularity of the public school system.

*Finances.*—In a few counties the financial affairs are in a sound condition, but in most the balance is on the wrong side of the ledger. This may seem strange when we find the following emphatic language in the school law: "The county commissioners are hereby authorized, empowered, directed, and required to levy and collect such a tax upon the assessable property of each county as the board of county school commissioners shall designate." The deficiencies arise chiefly from misunderstandings and neglect on the part of the officers who should execute the law. Add to this that the free school fund has been diminished by the action of the banks and that the receipts from the State school tax for the year have been smaller than was expected.

## MARYLAND INSTITUTE FOR THE INSTRUCTION OF THE BLIND.

Date of report of directors of Maryland Institute for Instruction of the Blind, November 20, 1868.

The only provision for the education of the blind of the State of Maryland, prior to

1853, was an annual appropriation of $200, made by the Maryland legislature, for each of ten pupils to be educated at the Pennsylvania Institute.

In 1853 a charter was obtained for the Maryland Institute for the Instruction of the Blind. Preliminary operations were immediately commenced, and by the beginning of 1854 a board of directors, consisting of nine members, was elected.

A property suitable to the wants of the young institution was purchased on West Saratoga street, Baltimore. Five hundred dollars was contributed by the State; the outlay for necessary improvements was provided by private contributions and subscriptions, and the State appropriation was enlarged so as to provide for 20 pupils instead of 10. The institute was started, and its first pupil received December 7, 1854. From that time it has steadily increased in importance, and new directors have been added till their number has increased to 18.

Up to July, 1860, the appropriation from the State, applicable to the ground and improvements, amounted to $31,000, and about $20,000 had been received from private subscriptions. As there were at least 40 blind children out of the 80 or 90 in the State who ought to be provided for, and as the old building was unsuitable, efforts were made which resulted in the purchase of the present site at a cost of $6,493 75, subject to a ground rent of $300. The breaking out of the war suspended further operations.

In 1864 an appropriation of $10,000 was made by the city of Baltimore, and the board determined to proceed with the building, but on a more limited scale. In 1865, the State made a handsome appropriation of $50,000, and the board returned to its original plans. Since that time the work has steadily progressed, and on the 28th of April, 1868, the pupils were removed to the new building. This building is 140 feet long and 60 feet wide, with a back building 45 by 60 feet. It is built of rough hewn marble from Baltimore, and has been erected at a cost of $140,000. There has been expended besides about $5,000 for new furniture and gas fixtures, $6,765 90 for heating apparatus, and $2,708 69 for an adjoining lot, which the board deemed necessary, and were enabled to obtain through private liberality. The funds expended have been derived from different sources:

| | |
|---|---|
| Contributions from the State | $111,000 |
| Contributions from the city | 25,000 |
| Private donations, legacies, and fairs | 30,000 |
| Total | $166,000 |

In 1865 the annual State appropriation was increased from $200 per pupil to $300, and since that there has been an average increase of 5 pupils per year. Several of these pupils are from the District of Columbia, Congress having made a similar appropriation for the education in this State of the blind children of the District.

The building of the institute can accommodate at present 75 pupils, and on the completion of the third story, will afford room for 25 more. Circulars have been issued in those southern States where provisions for the blind are inadequate, offering to receive non-resident blind children on the same terms as State pupils.

This institution, like all other institutes for the blind in the United States, is for the instruction of the blind, and not an asylum. The term fixed for the support and instruction of charity scholars is eight years.

During the year 1868 there have been 48 pupils, 5 of whom were from the District of Columbia. They have been instructed in the branches taught in public schools, including music, and, in addition, have received instruction in such useful mechanic arts as will enable them to support themselves. The broom shop has been temporarily closed since April, up to which time 175 dozen brooms had been made. The department of handicraft forms a very important branch of this institution, as the pupils who do not possess sufficient mental capacity to succeed in mental pursuits must depend upon their mechanical skill for their livelihood. The female pupils devote a portion of their time to knitting, sewing, and bead-work.

There is still a great want of text books, but owing to the variety of type used in this country, there can be hardly any large additions to the library till some uniform system is adopted. The Braillé system affords obvious advantages, and it is to be hoped that the attention given to this subject by our ablest educators may result in the establishment of a national printing establishment for the benefit of the blind. The year under review is long to be remembered as one of peculiar prosperity, but there is still room for progress. The institution has yet a small indebtedness to be provided for, and means are needed for the erection of work-shops, the increase of the library, and the general extension of the facilities of the institution.

## BALTIMORE CITY.

Date of the report of the board of commissioners of public schools, January 1, 1870. The board was organized February 2, 1869.

### GENERAL VIEW OF THE SYSTEM.

While the State of Maryland, after a long-continued indifference on the subject of public education, began, at length, developing a system under great obstacles, the city of Baltimore was simply perfecting a system which had been in operation forty-one years. This system consists of three grades, primary, grammar, and high schools, combining the most simple and successful arrangement. Grammar schools were established in 1829, and for many years embraced primary instruction in the lower classes. In 1848 primary schools were organized, and high schools were established a few years previous. The studies of the grammar and primary schools have been carefully graded and present the most satisfactory evidences of the usefulness of the graded system. The report of the committee on accounts shows that there were, on the 31st of December, 1869, 102 day schools for white children, of which 3 are high schools, 37 grammar schools, and 62 primary schools, with 506 teachers and 21,338 scholars, and that in addition there were 4 evening schools for white children with 18 teachers and 754 scholars, and 13 colored schools with 34 teachers and 1,621 scholars, giving a total of 119 schools, conducted by 588 teachers, with 23,913 scholars enrolled.

### BALTIMORE CITY COLLEGE.

Every annual report for ten years has urged the necessity of a new building for the Baltimore City College, but without success, because approval of a location for the building is reserved by the city council. The total number of pupils on the roll January 1, 1870, was 298.

### FEMALE HIGH SCHOOLS.

This popular department of the public schools secures to girls the same chances of scholastic attainment as are offered to boys. Not only are those studies pursued which form the basis of the practical duties of life, but facilities are offered for acquiring those accomplishments which refine the manners and cultivate the sense of the beautiful.

### EASTERN FEMALE HIGH SCHOOL.

This school has been embarrassed in its operations by the limited accommodations of the building in which it has been held. This inconvenience was greatly aggravated the past year by the large accession of members in September last, after the examination of the grammar schools. It is a source of gratification that an act was approved July 31, 1868, authorizing the erection of a new building and appropriating $40,000 for the purpose. The building was commenced and carried nearly to completion when the work was discontinued by the exhaustion of the funds. A second appropriation having been agreed upon, it is hoped that the building will be ready for occupation April 1, 1870.

### WESTERN FEMALE HIGH SCHOOL.

This school continues to deserve its high reputation and has a larger number of pupils than ever before in its history. It is desirable that the course of study should be reduced and that more attention should be given to studies immediately connected with teaching, as the school is expected to furnish a proportion of teachers. Two additional class rooms are needed in the building.

### PRIZES.

The memory of George Peabody will ever be revered by the Baltimore City College and the Female High School, as he was the founder of the prizes annually distributed to the most successful pupils.

### STANDARD OF ADMISSION.

Too many pupils are admitted to these institutions on well-known insufficient scholarship. This is frequently done to please the pupils, their parents, or friends, and in some cases simply to fill up vacancies. The effect is injurious upon the pupils, who are too immature to bear the increased strain of an advanced course, upon the high schools, and especially upon the grammar schools which furnish candidates to the high schools.

### GRAMMAR AND PRIMARY SCHOOLS.

As it is in the grammar and primary schools that the majority of the children receive all their instruction, these schools demand and have received the most careful examination and the special interest of the board. The superintendent devotes to them the largest portion of his time, and the teachers are in general most earnest and efficient in the discharge of their duties.

### GRAMMAR SCHOOLS.

The majority of public school children *complete* their studies in the grammar schools; hence these schools should furnish a basis, at least, from which a fair and reasonable mental development can be derived. That this is not done by the Baltimore grammar schools is owing, in large measure, to the fact that the teachers of these schools are estimated in proportion to the number of scholars they transfer annually to the high schools, which reduces them to the necessity of driving, drilling, and forcing their pupils to such preparation as shall enable them to pass the examination, to the utter neglect of thorough mental discipline.

During the past year pupils in several of these schools have been taught sewing, knitting, and other industrial arts, but it can hardly be determined as yet whether this is an advantageous feature.

### PRIMARY SCHOOLS.

The condition of the primary schools is peculiarly satisfactory. Order, system, and wholesome progress have characterized the great majority of them for the last year, and the material sent to the grammar schools is so greatly in advance of what it formerly was as to compel the favorable comments of the grammar school principals. To maintain this state of things it is necessary that teachers should be especially trained for this work and that good teachers should be carefully cherished and supported.

### EVENING SCHOOLS.

The experience of twenty-eight years seems to indicate that the young men of Baltimore are unwilling to avail themselves of the advantages of evening schools. But four have been opened during the past year, being about one-half the number of the previous year, the city council having failed to make an appropriation for their support. The number of scholars has been nearly equal to that of all the schools for the previous year, indicating an improved condition.

### COLORED SCHOOLS.

The number attending these schools is not as large as the school-going population of this class would warrant, but there has been an increase of 309 pupils over last year. A notion exists, and is fostered by designing persons, that these schools are not in the hands of those who will do the best for them. The teachers, in respect to qualifications and salaries, are placed upon the same standard as those of the white schools; the schools are furnished with the same appliances as the best schools in the city, and since September 1, 1869, have been raised to the rank of grammar schools. The pupils have made creditable progress, especially in orthography, geography, and reading. One of the greatest evils encountered is the irregular attendance of the children, and this, on account of the pursuits of the parents, it is difficult to correct.

### LOWER STUDIES.

Lower studies are too lightly esteemed. Parents demand advanced courses for their children before they are sufficiently drilled in the elements. As one cause of this is undoubtedly the miserable manner in which primary studies have been taught, it is hoped that improvement in the theory and practice of teaching may correct the evil.

### PUNISHMENTS.

In all the schools corporal punishment is left to the discretion of the principals.

### SCHOOL-HOUSES AND SALARIES.

Many of the schools are still held in dark, crowded and ill-ventilated apartments, and though several new buildings have been erected during the year there is a general demand for improvement in this respect.

By a comparison of the salaries paid in the chief cities of the United States, it is seen that the average of salaries is lower in Baltimore than in any northern or western cities, a circumstance to be deeply regretted, which does great injustice to the teacher, and which, it is hoped, may be speedily remedied.

### SUPERVISION.

Intelligent supervision is the life-giving principle of the whole educational system. The duties of a superintendent of public education are most arduous and important. The success that has attended the efforts of the superintendent for the city of Baltimore, during the past year, has been greatly owing to the active co-operation of the teachers.

*Table showing the number of schools in Baltimore City, number of pupils on roll, free and paying, and number of teachers employed, January 1, 1870.*

| Several grades. | Schools. | Teachers. | Free pupils. | Pay pupils. | Total No. of pupils. |
|---|---|---|---|---|---|
| Baltimore City College | 1 | 8 | 24 | 274 | 298 |
| Female high schools | 2 | 25 | 129 | 701 | 830 |
| Male grammar schools | 17 | 95 | 1,212 | 2,464 | 3,676 |
| Female grammar schools | 20 | 97 | 1,617 | 2,471 | 4,088 |
| Unclassified schools | 2 | 6 | 87 | 174 | 261 |
| Male primary schools | 28 | 133 | 3,442 | 2,502 | 5,944 |
| Female primary schools | 32 | 138 | 3,128 | 3,313 | 6,441 |
| Evening schools | 4 | 18 | 530 | 224 | 754 |
| Colored schools | 13 | 34 | 745 | 876 | 1,621 |
| Music teachers | ..... | 4 | ..... | ..... | ..... |
| Total | 119 | 558 | 10,914 | 12,999 | 23,913 |

*Receipts from pupils, cost of books and stationery, and amount paid for salaries from January 1, to December 31, 1869.*

| Several grades. | Received from scholars. | Cost of books and stationery. | Amount paid for salaries. |
|---|---|---|---|
| Baltimore City College | $871 00 | $1,558 33 | $18,500 00 |
| Female high schools | 2,522 00 | 2,660 75 | 26,232 00 |
| Male grammar schools | 9,310 16 | 8,241 85 | 71,835 75 |
| Female grammar schools | 9,650 73 | 7,691 26 | 63,003 36 |
| Male primary schools | 8,505 50 | 4,601 73 | 65,219 73 |
| Female primary schools | 10,226 37 | 4,905 18 | 74,895 97 |
| Evening schools | 129 60 | 99 72 | 3,079 00 |
| Music teachers | ..... | ..... | 4,500 00 |
| Colored schools | 2,042 05 | 2,363 20 | 19,328 99 |
| General account | 190 00 | 1,142 58 | 5,990 00 |
| Total | 43,447 41 | 33,264 60 | 352,584 80 |

*Appropriations, expenditures, and receipts for public schools.*

| | Appropriated. | Expended. |
|---|---|---|
| For salaries of officers, teachers, &c., including evening schools | $355,000 | $333,255 81 |
| For books and stationery | 25,000 | 30,901 40 |
| For school furniture | 30,000 | 19,192 96 |
| For rents and ground rents | 16,000 | 17,820 78 |
| For cleaning and repairs | 10,000 | 9,256 55 |
| For fuel | 15,000 | 11,717 07 |
| For incidentals | 10,000 | 17,875 96 |
| | 441,000 | 440,020 53 |
| For colored schools | 28,000 | 26,322 08 |
| | 469,000 | 466,342 61 |

*Table of statistical details of schools in Maryland, by counties, for* 1869.

Hon. M. A. NEWELL, *principal of Maryland State Normal School, Baltimore.*

| County. | Examiner. | Post office. | RECEIPTS. | | | EXPENDITURES. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Received from county tax. | Received from State. | Total. | Teachers' salaries. | Incidental expenses. | Books and stationery | Building, furniture, and repairs. | Supervision & office expenses. | Miscellaneous. | Total. |
| Allegany | Geo. G. McKay | Cumberland | $25,213 79 | $20,496 03 | $45,709 82 | $28,633 07 | $3,292 92 | $9,558 48 | $5,545 89 | $3,367 64 | $478 55 | $50,876 55 |
| Anne Arundel | Wm. H. Perveil | Annapolis | 4,720 00 | 18,727 28 | 23,449 28 | 19,251 18 | 1,573 56 | 2,832 56 | 7,926 74 | 1,665 37 | 1,382 06 | 34,631 47 |
| Baltimore | Dr. Samuel Kepler | Towsontown | 40,205 31 | 35,019 02 | 75,224 33 | 62,260 95 | 4,875 79 | 15,439 31 | 5,091 11 | 4,818 10 | 220 25 | 92,705 51 |
| Calvert | Richard Stanforth | Huntingtown | 1,368 78 | 9,282 54 | 10,651 32 | 7,686 72 | 409 14 | 545 09 | 741 55 | 1,015 87 | 445 91 | 10,844 28 |
| Caroline | Rev. Geo. F. Beaven | Hillsborough | 1,200 00 | 9,817 26 | 11,617 26 | 10,437 76 | 64 75 | 1,743 80 | 50 00 | 468 39 | ..... | 12,764 70 |
| Carroll | J. M. Newson | Westminster | ..... | 17,870 48 | 17,870 48 | 26,640 61 | 3,427 48 | 3,563 71 | 22,026 38 | 2,111 00 | ..... | 57,769 18 |
| Cecil | Rev. John Squier | Port Deposit | 13,016 76 | 17,282 72 | 30,299 48 | 29,820 92 | 3,398 67 | 4,113 29 | 4,373 54 | 2,521 66 | ..... | 44,228 08 |
| Charles | Geo. M. Lloyd | Port Tobacco | 825 82 | 11,985 88 | 12,811 70 | 11,285 31 | 312 72 | 299 20 | 807 31 | 1,135 32 | ..... | 13,839 86 |
| Dorchester | Dr. Jas. L. Bryan | Cambridge | 2,773 00 | 15,082 99 | 17,855 99 | 18,936 49 | 2,153 10 | 2,200 00 | 448 33 | 2,037 04 | ..... | 25,775 46 |
| Frederick | John W. Page | Frederick | 18,300 00 | 33,393 73 | 51,693 73 | 39,662 52 | 3,950 81 | 11,092 16 | 2,336 16 | 2,746 45 | 1,211 16 | 60,999 26 |
| Harford | Robert Henry | Abingdon | 3,300 00 | 16,986 60 | 20,286 60 | 22,766 16 | 1,441 20 | 1,100 00 | ..... | 1,688 98 | 151 25 | 27,147 59 |
| Howard | S. K. Dashiell | 32 St. Paul st., Balto. | 3,117 79 | 11,333 09 | 14,450 88 | 15,027 67 | 1,573 23 | 3,118 53 | ..... | 2,154 24 | ..... | 21,873 67 |
| Kent | Howard Meeks | Edesville | 22,688 98 | 10,084 43 | 32,773 41 | 16,819 32 | 2,230 92 | 3,406 30 | 10,812 27 | 942 17 | ..... | 34,210 98 |
| Montgomery | James Anderson | Rockville | 2,705 50 | 14,993 90 | 17,699 40 | 12,435 37 | 743 70 | 2,117 99 | 1,496 18 | 1,421 75 | 346 57 | 28,561 56 |
| Prince George's | Dr. M. J. Stone | Aquasco | 5,826 34 | 17,520 61 | 23,346 95 | 17,586 02 | 701 13 | 583 99 | 2,093 04 | 1,722 62 | 806 50 | 23,493 21 |
| Queen Anne's | Jas. W. Thompson | Centerville | 15,000 00 | 12,497 52 | 27,497 52 | 19,684 34 | 1,143 54 | 1,462 60 | 4,534 90 | 1,533 00 | 298 10 | 28,656 48 |
| Somerset | W. Edgar Jones | Princess Anne | 210 00 | 11,075 03 | 11,285 03 | 10,000 00 | ..... | ..... | ..... | 1,000 00 | ..... | 11,000 00 |
| St. Mary's | Dr. Jas. Bunting | Chaptico | ..... | 10,789 38 | 10,789 38 | 8,542 00 | 303 08 | 338 57 | 2,132 75 | 825 18 | ..... | 12,141 58 |
| Talbot | Alex. Chaplain | Easton | 11,135 81 | 13,560 14 | 24,695 95 | 19,770 52 | 1,362 75 | 2,518 94 | 418 24 | 1,221 25 | 68 08 | 25,359 78 |
| Washington | P. A. Witmer | Hagerstown | 26,500 00 | 23,536 90 | 50,036 90 | 47,578 71 | 5,625 91 | 499 08 | 29,422 75 | 2,091 66 | 402 25 | 85,620 36 |
| Wicomico | John W. Dougherty | Salisbury | 3,558 93 | 14,025 49 | 17,584 42 | 14,606 11 | 1,236 53 | 553 61 | 2,844 33 | 1,626 14 | 1,438 78 | 22,305 50 |
| Worcester | Irving Spence | Snow Hill | 800 00 | 12,737 08 | 13,537 08 | 16,904 64 | 1,029 70 | 1,021 89 | 5,420 24 | 1,602 78 | 535 05 | 26,505 30 |
| | | | 202,466 81 | 358,040 10 | 560,506 91 | 486,336 39 | 40,841 63 | 68,109 01 | 108,522 21 | 39,716 61 | 7,784 51 | 751,310 36 |

**No detail of the number of pupils or scholars in each county are given in the State report; but the whole number of schools is given as 1,347, and the number of scholars enrolled as 75,402.**

**The number of colored schools is estimated at 123, with 5,448 pupils**

# MASSACHUSETTS.

Authorities differ in regard to the area of the State, the extremes being 7,500 square miles and 8,000. In June 1st last, she had a population of 1,457,385. Of the expenditure of the State government for the fiscal year of 1868–'69, $4,419,200 62 was for schools.

The area of the State is divided territorially into 335 towns and cities, each being a body politic and corporate, required by law to provide one or more schools for the free education of all its children.

Every town must maintain at least one school six months in every year; every town of 500 families must maintain a high school thirty-six weeks; two adjacent towns having less than 500 families, may establish a high school; and every town having 4,000 inhabitants must maintain a high school, in which Greek, Latin, and French are taught, in addition to the usual higher branches prescribed; and any town refusing or neglecting "to raise money for the support of schools" forfeits "a sum equal to twice the highest sum ever before voted for the support of schools therein."

It is generally known that Massachusetts "lives by her public free schools," as one of her eminent citizens has recently expressed it; or, as the superintendent of the Charlestown schools, in his last report, says: "Educated brain is the only commodity in which Massachusetts can compete with other States." Notwithstanding her sterile soil, cold climate, and rock-bound coast, having neither mines nor precious metals, she supports a population greater in proportion to her size than any other State.

It is supposed that some brief account of the origin and progress of the free school system of Massachusetts will be of special interest to the nation, since here was planted the germ of that system which has since spread itself throughout New England and the northern States, making them all that they are in wealth, influence, intelligence, and moral power.

The origin of the public school system of this State may be traced back as far as the year 1636, when £50 was subscribed by the richer inhabitants of Boston "toward the maintenance of a free schoolmaster for the youth with us, Mr. Daniel Maud being now chosen thereunto." Previously, on the 13th of April, 1635, their appreciation of the need of a school was expressed by a vote of the townsmen, entreating Mr. Philemon Permont to become schoolmaster. This school was afterward taught for a period of thirty-eight years by Ezekiel Cheever, under whose efforts it became the most celebrated classical school in the country, its special design being to fit young men for college. In the same year (1636) the general court of the colony of Massachusetts Bay, which met at Boston, passed an act appropriating £400 toward the establishment of a college. This sum was more than the whole yearly tax levied on the colony at that time. The population, scattered through ten or twelve villages, did not exceed 5,000 persons. Two years after this, John Harvard left the college, by will, the sum of £779, and a library of over 300 books. In 1642 the general court of the colony enacted a law providing:

"That the selectmen of every town in the several precincts and quarters where they dwell shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings therein."

In the year following it was ordered by the general court that every township, "after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general;" also, "that towns numbering 100 families shall set up a grammar school, the master thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance hereof above one year, then every such town shall pay £5 per annum to the next such school till they shall perform this order."

In 1832 an effort was made to ascertain the amount raised for the support of schools, but returns were received from only 99 towns. These showed an annual average expenditure of $1 98 for each pupil. The returns received in 1834 from 214 towns showed that about one-sixth of the children of the State were educated in academies and private schools, at a cost equal to about six-sevenths of the amount paid for the education of the remaining five-sixths, who attended the public schools.

In 1834 an act was passed by the legislature establishing a permanent fund for the aid and encouragement of common schools, said fund not to exceed $1,000,000, and the income only to be appropriated to the object in view, and a greater sum was never to be paid to any city or town than was raised therein for the support of common schools. The report of the committee to whose consideration the bill was referred previous to its passage, stated that "it is not intended, in establishing a school fund, to relieve towns and parents from the principal expense of education, but to manifest our inter-

est in, and to give direction, energy, and stability to, institutions essential to individual happiness and the public welfare." By the law of 1849, which is still in force, the income from this fund was to be apportioned among those towns which should have raised by taxation the sum of $1 50 for the education of each person between the ages of five and fifteen years. Previous to the establishment of the school fund, it had been impossible to obtain accurate information in regard to school matters, but it was provided that any town whose committee failed to return the required information should forfeit its share of the income of the fund—a measure which resulted in the furnishing of the desired information.

The normal schools of Massachusetts had their origin in a general educational revival, which stimulated an offer from Hon. Edmund Dwight, to give the sum of $10,000 to the work of educating teachers, provided the legislature would give an equal sum, which proposition was accepted readily; and on the 3d day of July, 1839, the first normal school, consisting only of three pupils, was opened at Lexington.

There are now four State normal schools, viz: at Framingham, Westfield, Bridgewater, and Salem, which graduate about 160 teachers annually.

The Framingham normal school has been for four years, since September 4, 1866, under the charge of Miss A. E. Johnson, as principal, who has discharged her duties, in the opinion of the visitors, with fidelity as well as skill and tact. Among the pupils, nine States are represented, besides Massachusetts, including South Carolina. The number of pupils during the year 1869 was 146.

The Salem school has had an attendance during the year, of 216, representing five other States. The building was constructed for the accommodation of only 120 pupils, and it has therefore become necessary to enlarge it. The Framingham and Salem schools are for females only.

The Bridgewater school had an attendance during the year, of 162, of whom 43 were gentlemen. Five States besides Massachusetts were represented; also Canada and Nova Scotia.

The Westfield school had an attendance during the year, of 172, of whom 18 were gentlemen. Fifty teachers have graduated during the year, and are all employed in teaching.

The Clarke institution for Deaf Mutes at Northampton, Miss Harriet B. Rogers, principal, contained 41 pupils during the year, of whom 24 were boys and 17 girls. This institution was endowed by Mr. John Clarke with a permanent fund of $200,000, and has already been the means of accomplishing much good. It was chartered in 1867; the expenses to be partly defrayed by the State.

The number of public schools in the State for 1869 was 4,959. Number of children between five and fifteen years of age, 269,987. The number of scholars of all ages in all the public schools was, in winter, 247,381; in summer, 240,846. Average attendance in winter, 200,962; in summer, 192,029. Mean average attendance for the year, 73 per cent. There are 23,135 persons over fifteen years of age attending the public schools. Number of teachers in summer, males, 497; females, 5,540; increase of males 45, females 95. Number of teachers in winter, males, 959; females, 5,081; increase of males 54, females 13. The total number of teachers employed during the year was 8,022; males, 1,085, females, 6,937; increase for the year, 170. Average length of schools eight months and four days. Average wages of male teachers, including high-school teachers, $72 04 per month; average wages of female teachers per month, $28 81. Amount raised by taxes for the support of public schools, including only wages, board, fuel, care of fires and school-rooms, $2,923,708 70; increase for the year, $287,934 64. Voluntary contributions to maintain or prolong public schools, or to purchase apparatus, &c., $28,693 12. Amount paid for superintendence of schools and printing of school reports, $96,502 28. Expenditures for public schools exclusive of repairing and erecting school-houses, $3,123,886 44; increase for the year, $273,181 92. Sum raised for the education of each child in the State, between five and fifteen years of age, $10 84.5; increase for the year, $0 94.7. Number of towns in the State 335, all of which except two raised the sum ($3 for each child between five and fifteen) required by law, as a condition of receiving a share of the income of the State school fund. There are in the State 175 high schools, 35 more than are required by law. There are also 45 incorporated academies, and 481 private schools and unincorporated academies, in which the amount paid for tuition is estimated at $593,005 96, which added to the expenditures for public schools, exclusive of buildings, makes an aggregate of $3,716,892 40, expended in the State in teaching her children. Adding the amount paid during the year for building and repairing school-houses, $1,295,314 18, we have $5,012,206 58.

The increase for ten years in the number of persons between the ages of five and fifteen years has been 49,508, an average of 2.2 per cent. annually; the increase for the same period in the amount raised for the support of schools has averaged 11 per cent. annually. The increase in the average wages of male teachers has been 47 per cent.; of female teachers, 46 per cent. The amount raised for the education of each child in 1858 was $6 34; in 1868 it was $10 84.

### INTRODUCTION OF DRAWING IN THE PUBLIC SCHOOLS.

In June, 1869, several well-known citizens of Massachusetts, largely engaged in manufacturing and mechanical industry, signed a petition to the legislature, in which they represented, "that every branch of manufactures in which the citizens of Massachusetts are engaged requires, in the details of the processes connected with it, some knowledge of drawing and other arts of design on the part of the skilled workmen engaged," and for this and other reasons, asked, "that the board of education may be directed to report, in detail, to the next general court, some definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all the towns of the Commonwealth, of more than five thousand inhabitants."

The legislature responded so promptly that on the 12th of June a resolution as requested had been passed and was approved.

The board of education being deeply impressed with the importance of the subject, committed its consideration to a special committee, who subsequently reported that the almost total neglect of this branch of instruction in past times has been a great defect; that we are behind many other nations in all the means of art culture, a defect which native artisans and mechanics feel, as "foreign workmen occupy the best and most responsible places in our factories and workshops;" that agents should be employed to go through the Commonwealth and interest the people in this most important subject; and that "teachers should be required to be qualified to instruct in free-hand drawing, and the work should be begun in the primary departments, and should be continued with zeal and fidelity through the period of school life." The report of the committee was adopted by the board of education, whose recommendations resulted in the passage, by the legislature, of—

AN ACT relating to free instruction in drawing.—Approved May 16, 1870.

"SECTION 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include drawing among the branches of learning which are, by said section, required to be taught in the public schools.

"SEC. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

"SEC. 3. This act shall take effect upon its passage."

### BOSTON.

The following statistics of the city schools, including those of the town of Dorchester, recently annexed, are taken from the report for 1870, of the superintendent, Hon. John D. Philbrick.

| | |
|---|---|
| Number enrolled in all the schools | 38,944 |
| In general schools | 35,442 |
| In special schools | 3,502 |
| Average attendance in general schools | 32,411 |
| Average attendance in special schools | 1,010 |
| Number of general schools: high, 5; grammar, 36; primary, 328 | 369 |
| Special schools: licensed minors, 2; deaf mute, 1; evening high, evening | 14 |
| Total number of schools | 383 |
| Teachers of general schools: males, 111; females, 794 | 905 |
| Teachers of special schools: males, 18; females, 15 | 33 |
| Average number of pupils belonging to primary schools | 15,091 |
| Average daily attendance belonging to primary schools | 13,772 |
| Average number belonging to grammar schools | 18,996 |
| Average attendance | 17,934 |
| Belonging to high schools | 1,355 |
| Average daily attendance | 1,305 |

Lessons in vocal and physical culture have been given in all the primary schools, with much advantage to the pupils. Music is taught universally and with success, and its study is considered of much importance.

In some of the primary schools Leigh's phonic system of teaching the first steps of reading has been tried and has been generally successful, in some cases remarkably so. In the primary schools the average number of pupils to a school, during the last half-year, has been 46.3. The average number belonging to the primary schools was 15,091. The average number belonging to the grammar schools, during the last half year, was 18,996. About 7 per cent. of the pupils in the grammar schools are over fifteen years of age, while about 28 per cent. are under eight years. Of the special teachers in these schools 13 are teachers of sewing. The number of pupils belonging to the high schools

is a little less than 4 per cent. of the whole number belonging to all the schools. The attendance during the last half year has been 93.2 per cent.

There are, including the Dorchester schools, 5 head masters of high schools and 36 masters of grammar schools, who are also principals of the primary schools in their respective districts.

It is recommended that, instead of the present plan of furnishing text-books free to the children of indigent parents only, they should be furnished freely to all, thus saving the self-respect of the poor and making the schools wholly free in reality as they are in name.

There are two schools for licensed minors in the city. The average number of pupils belonging during the last half year was 78, and the average attendance 67 per cent.

### TRUANCY.

The city is divided into ten truant districts, one truant officer being assigned to each district. These officers are appointed by his honor the mayor, and they are expected to give their whole time to the investigation of cases of truancy reported to them by the teachers of their respective districts, and in securing the attendance of absentees; that is, children whose names are not enrolled in the schools, and who are, therefore, not technically known as truants. Within the last eight or ten years the number of truant officers has been increased in a greater ratio than that of the increase of pupils in the schools, so that they are now able to render more assistance to the teachers in securing attendance than formerly. The system is working satisfactorily. The officers are efficient and faithful. Having been acquainted with the operations of the system from its origin, Superintendent Philbrick says: "It is to me very evident that the success of the system depends almost wholly upon the character of the officers. To insure the highest success in his useful vocation, a truant officer must be not only faithful and efficient, but humane and benevolent in his disposition."

The training school continues in a prosperous condition. Its graduates are doing a good work in the primary and grammar schools.

### LATIN SCHOOL.

This school is the oldest in the city, if not in the country, having been instituted in 1635. It has always been a classical school, having for its chief function to fit boys for college. As most of its graduates go to Harvard University, the Harvard examination for admission is the standard of scholarship at which the school aims. Boys may be admitted to this school at the age of ten years. The first year is divided between the Latin grammar and Latin reader and the elementary English branches. During the second year ancient geography is added, and French and Greek are begun in the third year, the English branches still being continued. During the fourth year algebra and English composition are added. During the fifth year arithmetic is discontinued. In the sixth and closing year less attention is paid to the English branches and more to the languages. Composition is required in Latin, Greek, and French. Geometry takes the place of algebra and ancient history is added.

The average number of pupils belonging to the Latin school during the last half-year was 242, and the average attendance was 232. The teachers consist of one head master, two masters, four sub-masters, one special teacher of French, and one in military drill.

### ENGLISH HIGH SCHOOL.

The average number of pupils belonging to the English high school during the last half year was 357, and the average attendance was 350. The first class, consisting of 61 members, is taught in two divisions by the head master, one master, and one sub-master; the second class, consisting of 107 members, is taught in three divisions by three sub-masters; and the third class is taught in five divisions by two masters and three sub-masters.

Drawing is taught in all the classes this year for the first time. A special teacher of drawing is employed, also a special teacher of pronunciation in French. Military drill is taught by a special teacher. The number of pupils is larger than it has ever been before since the school was established.

### GIRLS' HIGH AND NORMAL SCHOOLS.

The average number belonging, including the training department, during the last half year, was 454, the average daily attendance being 432, and the per cent. of attendance 95. The increase in the average number belonging during the year has been 68, which is believed to be the largest increase that has occurred in any one year since the school was established. It is taught by one head master, one head assistant, and thirteen assistants, and a superintendent and assistant in the training department, one

special teacher in chemistry, one in vocal music, one in drawing, one in German, and one in French. At the beginning of the next school year a spacious and commodious edifice will be ready for the occupancy of the school. The training department is very full, and not a few applicants for admission were rejected for want of room to accommodate them. The average attendance for the last half year was 54.

In the Highlands High School, the average number of pupils belonging during the last half year was 188, boys 61, and girls 127; the average daily attendance was 182, and the per cent. 97. This school is taught by one head master, one head assistant, three assistants, one special teacher in French, one in drawing, one in music, and one in military drill. In addition to the usual studies pursued in high schools it is ordered that the boys shall be instructed in military drill, and the girls in gymnastics and calisthenics.

The Dorchester High School had an attendance during the last half year of 114, 74 girls, and 40 boys. The average attendance was 109, and the per cent. 95. There are seven teachers, one head master, one head assistant, two assistants, one special teacher in drawing, one in vocal music, and one in French. The whole number of graduates at the close of the last school year was 23, of whom 1 was of the four-years course, 21 of the three-years course, and 1 of the classical course.

In the Roxbury Latin School, the average whole number belonging during the last half year was 77; average daily attendance, 73; per cent., 95. The teachers are a master, a sub-master, and a female assistant. This school is free, and unsectarian.

### THE HORTICULTURAL SCHOOL FOR WOMEN, AT NEWTON CENTER,

situated a few miles from Boston, at Newton Center, on the Woonsocket Branch Railroad, has been instituted for the purpose of affording to women an opportunity for a thorough education in the theory and practice of horticulture, including the culture of fruit, vegetables, and flowers, both in the open air and under glass. The president of the institution is Miss Abby W. May; vice-presidents, Mrs. J. Ellerton Lodge, Mrs. Caroline M. Severance, and Hon. Marshall P. Wilder; secretary, Miss L. M. Peabody; treasurer, Edward W. Hooper. It is believed that this school will lead to important results, among others, and not the least of which, is the great improvement in the health of women which must result from out-door work suited to their strength, and it is hoped that not only the immediate pupils of the school will be thus benefited, but that the example of out-door work thus set will be widely imitated.

Pupils received either as residents or day scholars, who are sixteen years of age, and have a good elementary education. Instruction given in various branches directly related to horticulture, by lectures, as well as by practice. A full course will comprise two years. Lectures given on botany, entomology, and kindred subjects. All pupils required to work in the garden; the work graduated to their degree of strength. The matron will have a careful oversight of the health of pupils. Price of tuition, $100 a year. Minimum price of board, $4 per week. The school was opened in May, 1870, and, of the work of the school already accomplished, Mrs. Frank B. Fay, visitor, for August, says:

"The land was not ploughed until after the 20th of May, when the young ladies, five in number, put in the seeds for the vegetable garden, and, with the exception of the first hoeing of the potatoes, they have taken the entire charge of the garden. The success of their labors can be judged by the fact that they have not only supplied their own table with eight or ten varieties of excellent vegetables, but have also made sales to parties outside the school. From cuttings the pupils have raised, and now have for sale, fifteen hundred plants of various kinds, and they have been wonderfully successful even with those varieties which are the most difficult of propagation. One fact will be interesting, especially to those persons who have been somewhat doubtful upon the point, viz., that young women, in out-door work, are able to endure the severe heat of summer. With the exception of four or five days, our pupils have worked out of doors, and there is but one opinion among them in regard to the healthfulness of the employment."

## WOBURN.

This town contained, in 1869, 1,776 children between five and fifteen years of age. The average number of all the pupils belonging to all the schools during the year 1869–70 was 1,589. The average daily attendance was 1,420, or 89 per cent. There have been in operation thirty-two schools, exclusive of the evening school, one high, seven grammar, four mixed, eight intermediate, and twelve primary. The number of school-houses is 13, teachers 33. The average number of pupils to each teacher in grammar schools, 47; in intermediate schools, 39; in primary schools, 61; in mixed schools, 38. Average number of pupils belonging to the high school, 94; to the grammar schools, 308; to intermediate schools, 299; to primary schools, 731; and to mixed schools, 152. The aggregate expenditure for support of schools during the year, $21,279 18. Amount appropriated by the town, $22,000 40; received from State fund,

$388 90. Valuation of the town in May 1, 1869, $3,387,805. The population in 1865 was 7,002.

Instruction in the primary schools is given according to the improved methods, embracing, in addition to the regular studies, calisthenics, lessons in object teaching, singing, &c., with a free use of the blackboards.

The pupils in the intermediate schools are required, in addition to reading, spelling, writing, and definitions, to be well acquainted with the elements of geography, to have a thorough knowledge of notation, numeration, addition, subtraction, multiplication of simple numbers and United States money, and to be able to make out a bill in a neat and business-like manner. The text book in geography is used one year as a reading book, and each paragraph is made the subject of familiar conversation.

Pupils are admitted to the grammar schools at from ten to twelve years of age, and the course, comprising three years, includes reading, spelling, defining, writing, arithmetic, geography, grammar, history, composition, and declamation. The number who complete the full course is rapidly increasing, the proportion at present being about 50 per cent.

The whole number of pupils registered in the high school during the year was 113, 43 males and 70 females, about fourteen out of every thousand persons in the town. The number of those who have completed the full course of four years and will graduate at the close of the year is 21, six of whom belong to the classical department. A peculiar feature of this school is the "half-day system," which permits the pupil to remain absent one-half of each day, provided only that his lessons are thoroughly learned, thus allowing the pupils to devote a few hours each day to manual labor, provided they choose to study in the evening. The plan is said to work well, and it is economical, since in that way the building will accommodate twice the number of pupils.

An evening school is in operation, in which, during the year, 120 pupils have been registered, 61 being adults, and 52 juveniles. The oldest member is thirty-eight, and the youngest is twelve. About one-third of the juvenile class are over twelve and under fifteen years of age. They are employed in manufacturing establishments, and are compelled by law to attend some day school eleven weeks, at least, of every year. "To this class of children," says the report, "I think our evening school offers greater facilities for improvement than our day schools. If this be so, then we have complied with the spirit if not with the letter of the statute, in the provision that we have made for their instruction."

## FALL RIVER.

Population, 23,500; number of children in the city, as returned by the assessors in 1869, is 5,294; the number registered by the schools is 6,099: an increase of 355 over the past year. It is not known upon which side the error lies which reports 805 more children in school than the assessors report in the city; but the school statistics, it is stated, have been compiled with great care, and it is probable the error is with the assessors. There are twenty-four primary schools, with 35 women teachers, and 2,915 scholars registered; ten mixed schools, with 11 women teachers, and 351 pupils; eight intermediate, with 11 women teachers, and 881 pupils; three grammar schools, with 3 men and 10 women teachers, and 959 pupils; one high school, with 2 men and 2 women teachers, and 142 pupils; and a factory school, with 1 man and 4 women teachers, and 851 pupils. In addition, two free evening schools were kept during the winter, for children over 15 years of age. The average attendance, compared with the whole number registered, inclusive of the factory school, at which the term is only three months, is only 55 per cent. A reason for this low per cent. of attendance may be found in the fact that the city is composed largely of factory operatives, who, in many cases, cannot afford, or think they cannot afford, to keep their children in school.

The number of truants returned to school, during the year, is 370; number arrested and placed in confinement, 27; discharged with reprimand, 26; sent to reform school, on complaint of city marshal, 8; showing a decrease of truancy, over the last year, of about 50 per cent.

In 1868 half-time schools, so called, were established for children between the ages of five and fifteen, employed in the mills, so arranged that half the children of that age, thus employed, might be in school half of each day, and in the mills the other half, thus giving all the children a half day's instruction each day. About 1,000 children are instructed in these schools; the mill agents co-operate heartily with the school committee and superintendent; indigent parents have met the requirements of the law with commendable courage, and, on the whole, it is thought that no equal amount of money expended by the city for schools secures so great and good results as that devoted to these and the evening schools.

## LOWELL.

Number of children in the city, between five and fifteen years of age, May 1, 1869, 6,166; public schools in city, 59; 1 high, 8 grammar, and 50 primaries. Number of

teachers employed, 107. Average number of pupils, 5,130. Average per cent. of attendance, 90.2. Average cost of each scholar for tuition, $12 77. Yearly expenditure, $119,154. The teachers in the primary schools are all women. In the grammar schools 7 are men and 40 are women. Of those in the high school 4 are men and 4 women. A teacher of penmanship and 1 of vocal music are employed in the high school. Within the year two free evening schools were established, at which 447 pupils were instructed by 8 teachers. During the present year there have been 49 fewer cases of truancy reported, and less than half the number of absentees by permission, than during the previous year. Report of the truant commissioner states that as the extent of territory to be traversed by him increases every year, it will soon be necessary to have another officer, and requests that some one be immediately appointed to learn the business, stating that three years would hardly suffice to give the experience necessary to a proper discharge of the duties of this office. Mr. Huse has served as truant commissioner during the past sixteen years, and he states that during that time there has never been so little truancy, and so good attendance at school, as during the past year.

## CHARLESTOWN.

In 1865 this city had a population of 23,398; in 1868 it was estimated at 28,000. The number of children between five and fifteen years of age, in 1865, was 4,951, and in 1868, 5,824. Number attending school in 1868, 4,824. Number of schools: primary, 36; grammar, 5; intermediate, 3; high, 1. Primary schools contained 3,323 pupils—1,700 boys and 1,626 girls; grammar and intermediate, 3,743 pupils—1,895 boys and 1,848 girls; high school, 167 pupils—60 boys and 107 girls. Whole number of schools, 45; teachers, 103. Average attendance in primary schools, 1,583; in grammar, intermediate, and high schools, 2,921. Ratio of attendance to whole number of children, .82. Value of school property, $409,700. School expenses during year, $65,169 07. Amount remaining in treasury unexpended, $23,895 93.

## WORCESTER

contained, in 1865, a population of 30,000; estimated present population, 41,000; number of children between the ages of five and fifteen, 6,846; number of children received instruction during year 1869, 8,949, an increase over past year of 488; average yearly attendance, 6,321; in attendance at close of year, 6,418, being an increase of 386 over the previous year. Number of schools in the city, including 3 evening schools, is 117, an increase of 8 during the year. Number of teachers employed, 135, an increase of 11 during the year. Average yearly cost per scholar, $15 44. Ordinary yearly expenses, $97,651 82. Extraordinary expenses during the year, for furnishing, repairs, &c., $8,953 10, making total yearly expense, $103,604 92. Number of schools now in operation, 116; number of teachers, 138; pupils, 6,322. Within ten years these numbers have nearly doubled.

The school committee consists of twenty-four members, holds regular monthly meetings, and special meetings at the call of the mayor, who is president of the board. A superintendent and clerk are elected by the board. The superintendent is the executive officer of the board; supervises all the schools, reporting quarterly to the board in writing. A change in the methods of control and system of direction is recommended by the mayor, particularly in the abridgment of the number which constitutes the board, for the reason that "it is almost impossible to find competent persons of sufficient number to represent a majority of the board, who are able or willing to sacrifice the amount of time necessary."

The great want expressed by the report is a normal school—"teachers trained by practice." In this county, with its 34,000 children in schools, 850 teachers are at work. In consequence of changes, more than 200 new ones enter upon the work of teaching yearly, and to meet this demand for trained teachers there is no adequate source of supply.

Too much indifference is reported on the part of parents to the punctual attendance of children, so that about one-twelfth of the advantages of the schools is lost by irregular attendance. The truant officer has this year attended to 2,000 cases of truancy, and returned 1,200 of them to their respective schools. 130 obstinate truants have been assigned to the several public schools; and of these, 29 being apparently *habitual* truants, have been arrested and tried before the municipal court, 17 of whom were sentenced to the truant school, or "the farm," as it is called, for the term of six months or one year. It is found that the existence of this school acts as a very great check upon truancy, the great majority of the boys having "a wholesome respect for 'the farm,'" and when once brought to school by the officers, and reminded that the first step thither has been taken, they are far more punctual at school than if no such school awaited them. Of those who re-enter the public schools from this school, nearly all, it is thought, are improved in respect to punctuality.

A training school, composed of 225 primary scholars, has recently been established, in

four rooms and in four classes, under the direction of two accomplished teachers. To instruct these children, and at the same time to acquire experience, and be instructed in methods of teaching, there is a practicing class of 18 young ladies. In each room two members of the practicing class remain during the morning session, one as instructor and the other as critic; and two others during the afternoon. Among these there is an exchange of duties once a month. The members of the practicing class receive a daily lesson from the training teachers, one of whom conducts it the first hour and the other the second. This kind of training is continued one year. It is asserted that as the result of this school, the children are interested and instructed in a great deal of useful knowledge, while the young lady teachers have the experience of one-half year's solid teaching, under the vigilant eye of an associate, with an instructor constantly at hand. It is believed that such a training for those who teach is a far better preparation than a much longer course of purely theoretical instruction, or of chance experiment.

## DENNIS.

The number of public schools in this town is 16, which were taught during the year 1869 an average length of eight months and five days. The salaries of teachers amounted to $4.588. There were 8 male teachers during a part of the year, and 17 females. The average wages for the males was $57 87½ per month, and that of the females $28 20. The number of persons in the town, between the ages of five and fifteen, was 841, of whom 175 were not in school. The average number in each school in summer was 45, and in winter 55. Voluntary contributions for support of schools during the year, $308.

Within the past few years an entire set of new school buildings has been provided, and all sections of the town have ample accommodations. The committee say, however: "All of our buildings are quite too barren of apparatus, especially in the primary and intermediate rooms." "Smallness of wages is an obstacle to the best results." "As a whole we have reason to speak with unbounded praise of the fidelity and efficiency with which our schools have been managed during the year."

## SPRINGFIELD

has a population of 28,000; number of children between five and fifteen years of age, 4,156; number of pupils registered in schools, 4,617; of these 33 were under five and 240 over fifteen years of age. The number of schools is 87; teachers, 100. Amount expended for the year, $76,303 40. The high school contains 217 pupils, with seven teachers, a large increase over the previous year. A training school for teachers has been in operation a year and a half, and is doing good work. Free evening schools are in operation, four during the winter and two in the summer. As a result of these schools it is stated that: "Forty-three of the operatives in the mills, who made their mark upon the pay-roll for November, wrote their names upon that same pay-roll for February." There are about 25 boys at the truant school, who are reported "well fed, well clothed, well taught, and well behaved. The school is doing for them more than its best friends dared to hope. It is doing none can tell how much, to secure regular attendance in the other schools."

Each city or town is authorized to establish a reform school for children between the ages of seven and sixteen, who are "not attending school, or, without any regular occupation, are growing up in ignorance," and they may be sent there instead of being fined, if it is thought best. A reform school of this kind has been established in one wing of the alms-house, under the care of a suitable matron. An ungraded school has been established also, where habitual truants who ought not to be sent to the reform school may be kept under instruction until they can return to the graded schools. This is under the care of a gentleman who is also the principal truant officer, whose duty it is to look up all truants, and investigate the cases reported to him from the public schools. Having a female assistant, with whom he can leave his school when required to do so, he is able to attend to such cases. When satisfied that any one is a real truant, and that there is no other mode of preventing it, he takes him to the ungraded school and keeps him until his attainments and habits will allow of his being transferred to a graded school. If irregular still, the reform school is pointed to as the alternative, and this is generally effective; so that there are only 22 in the reform school, some of whom would be in the jail if not sent here. The result of these schools has been to increase the attendance upon the regular schools, so that 89 per cent. of the children of school age are in them.

There is also a half-time school at Indian Orchard, where the children employed in the manufactories attend school three hours each day through the entire year, and work the rest of the time in the mills. These operatives are paid full wages for three-quarters time, so that the arrangement is satisfactory to the parents. This is yet an experiment, which is looked upon with great interest.

The following letter from the agent of the Indian Orchard Mill to his treasurer gives the methods of this school:

"INDIAN ORCHARD MILLS,
"*Indian Orchard, February* 4, 1869.

"DEAR SIR: The number of children attending half-time schools is 30, aged from nine to fourteen. Number of boys, 9; girls, 21; hours school per week, 15; hours work per week, 48½.

"The scholars leave work at 12 o'clock, school commencing at 1 o'clock, and closing at 4, with fifteen minutes' recess each session, thus giving them one-half hour for play before school and fifteen minutes during school hours. Number of school weeks in year, 40. The parents of the children attending school are much pleased with the arrangement. I have not had a case of truancy reported to me; this shows that the children like and appreciate the system. The school has been keeping seven weeks. I cannot as yet compare the earnings on job work: but I find that, where the children were before losing from one to four days per month, they are now working full time during the hours assigned to labor, the school hours being a *real rest* to them. I am watching the working of this school with interest, and while I do not wish to arrive at a conclusion hastily, I fully believe that the half-time system is practicable, and wherever adopted, the manufacturer as well as operator will derive a benefit from it.

"Yours, truly,

"C. J. GOODWIN, *Agent.*

"EDWARD ATKINS, Esq., *Treasurer.*"

## NORTHAMPTON.

The number of teachers employed in all the schools of Northampton is 47—of whom 4 are in the high school, 11 in the three grammar schools, and the remainder in primary and ungraded schools. The primary and ungraded schools are taught thirty-six weeks in the year, in three terms, with suitable vacations; the high and grammar schools are taught forty weeks, annually. Every pupil in all the public schools must devote two half hours each week to the study of the principles of vocal music.

The annual expenses for all the schools are about $30,000. The salaries of the female teachers, of whom there are 45—the principal of the high school and the teacher of music being the only male teachers—are from $216 to $400—nine receiving the former, and eight the latter, sum, while others receive amounts between these extremes.

The course of instruction embraces twelve years, viz: In the primary, grammar, and high schools, four years each. As an evidence of an increasing interest in their work among the teachers, the superintendent, Hon. J. P. Averill, says: "Two years ago, to the best of my knowledge, only three copies of any educational journal were taken among the teachers; now there are nearly forty."

## SALEM.

The population of the city of Salem in 1865 was 21,197, and in 1869 was estimated at 25,000. The number of persons between five and fifteen in May 1869 was 5,235; the number enrolled in the public schools, 4,412; the average number of all grades belonging to the schools, 2,986; the average daily attendance in all the schools, 2,590; average daily absence, 396; average per cent. of attendence, 87; average number of pupils belonging to the high school, 111; number of seats in the high school-house, 238; average number of pupils to each teacher, 22; average number belonging to the grammar schools, of which there are 7—two for boys and two for girls, and three for both sexes—was 1,107; average number of pupils to each teacher, 41; average number of pupils belonging to primary schools, 1,768; average number to each teacher, 49. The sum appropriated for each child between five and fifteen years was $9 55. The total expenditure for school purposes for the year 1869 was $60,143 66.

The school committee consists of eighteen members besides the mayor and president of the common council. The board has a secretary and messenger; and there is a superintendent, who has a salary of $2,000. The salaries of teachers amounted to $36,968 39.

In regard to the high school, the committee say that a class which graduates one-third of its entering number does remarkably well. Professor Morse, of the Peabody Academy of Science, gave two courses of lectures to the school, profusely illustrated on the black-board, upon the animal remains found in the rocks, and on the classification of the animal kingdom. They say, also: "Not many years since it was a standing reproach not only to this school, but to our city, that we had no representatives in any of the leading colleges. We rejoice that it is so no longer. There is now no class at Cambridge which does not contain graduates of the Salem high school, who are doing us credit, and of whom we are justly proud. The pupils now pursuing the college course number seventeen, exclusive of the junior class."

Truancy is spoken of as too common, and as a source of great evils. "The Plummer Farm School of Reform for Boys will probably be opened in the course of the coming year" for the reception of incorrigible truants.

Besides the regular public schools, there are evening schools for the males and females separately, both schools numbering about 300 different scholars during the year, from twelve to thirty years of age. The instruction in these schools is chiefly oral with little attempt to form classes, on account of the irregularity of attendance. "The pupils are well behaved, and manifest a great degree of interest in the studies."

In May a special school was established for factory children, called the Naumkeag school, and opened on the 7th of June, 1869. The pupils are all of them employed in the Naumkeag Mills, between the ages of five and fifteen, and are formed in two divisions, attending alternately at the school and the mill, forenoon and afternoon. The school is kept through the entire year, five days in a week, except the legal holidays, thus securing to all equal time of attendance, and the half holiday on Saturday, with no interference with the regular progress of the work in the mill by this class of operatives. The average number belonging each half day is 31; per cent. of attendance, 93.8.

The operatives who attend school receive from the corporation two-thirds of the price for full time, and those employed by the piece receive 50 cents per week in addition to what they actually earn at the usual rates. The time-table of attendance at school is kept in the same form as at the mill, and the same deductions from wages are made for absence from school as for absence from the mill; and thus truancy and tardiness are rare. The committee express the opinion that they have "arrived as nigh unto perfection in the treatment of these school annoyances as is permitted in the administration of human affairs." "The teacher's brain is, in main part, the text-book, and the school exercises consist chiefly in oral instructions, readings, and recitations in concert, and slate and black-board lessons," &c.

## EXTRACTS FROM THE "ABSTRACT OF SCHOOL COMMITTEE'S REPORTS," MADE BY THE SECRETARY OF THE BOARD OF EDUCATION.

The statutes of Massachusetts require each of the three hundred and thirty-five towns and cities in that State to publish at least annual reports of their school committees in pamphlet form, and to send one copy at least to the secretary of the board of education before the end of April. The following epigrammatic sentences are extracted from the reports of school committees for 1869, the name of the town from which the extract is taken being appended.

*Parents.*—A strange system of ethics or religion exists, where personal or religious animosity is allowed to neutralize the efforts of any teacher.

*Teacher's influence.*—The school is usually a portrait of its teacher.—Brewster.

*Indifference of parents.*—We venture the assertion that one-fourth of the time and money devoted to schools is thus wasted, and we see not how we can rid ourselves of this discouraging drag upon our prosperity, until parents manifest an increasing interest in the intellectual welfare of their children, and consider it a duty to keep them regularly at school.—Chatham.

*School appropriations.*—The school-houses in a town are the best bonds a property holder can have; and a successful free public school his best and safest policy of insurance for the continued and increasing valuation of his estate; so that from the lowest and most mercenary motives our schools should receive the fostering care of property holders. But when we regard our children as the representatives of something more than silver and gold, or greenbacks or houses or lands, or ships or merchandise, and which in the comparison cannot be measured with any or all of these, because of the infinity of difference, we might reason with a force a thousand times more momentous and consequential, for a generous and hearty support of our public schools; for every thing to which we can attach value in a community must be measured by the intelligence and virtue of its citizens.

*Indifference of the poor.*—It is a remarkable fact, and which to us is entirely inexplicable, that a majority of those who vote in town meetings against sufficient appropriations for a full term of free school are those who pay small taxes.—Dennis.

*Educational sentiment.*—There must be a firmer and more evident interest in the school room. The jails, prisons, and gallows, of our country testify to the efficacy of street education, and the parent owes it to the State as well as to the child that he has as little of it as possible.

The State wants productive citizens, who will yield valuable returns for the rich benefits she heaps upon them, and the more educated a person is the more precious may he become to his State. What more valuable service, then, can one render to his State, than by making use of all the means which she has put in his power, to give to those whom God has placed in his charge as thorough and liberal an education as his circumstances will admit?—Sandwich.

*The graded system*—Has been in operation in our schools for the last three or four

years, and experience proves it to be the most efficient plan for the progress of the scholar and the usefulness of the teacher.

*Physical training.*—The great fault of the age—haste, is too evident in all our education. Children are crammed, not learned. Four hours a day are enough for a child under twelve years to study, or be in a school-room. The best gymnasium ever yet built is that which has a ground floor and a sky-roof; and nature is the best teacher of calisthenics. The scientific movements taught in school-rooms are but poor parodies on the easy flow of natural action. Let the school hours and studies be few and pleasant, especially to the beginner, lest he learn to hate them before he knows their value, and become a truant before he become a scholar.—Wellfleet.

*Primary schools.*—Our educational system may well be compared to a pyramid, of which the primary schools are the foundation, but which rises in constantly diminishing sections to its summit, crowned with the highest achievements of literature and art. The successful management of a primary school requires the rarest, and therefore the highest, order of talents. Ten teachers qualified to instruct an intermediate or grammar school can be found to one who can teach a primary school as it should be taught. The wages, therefore, of these teachers should be equal to those paid to teachers of the higher grades.—Adams.

*High school wanted.*—Private schools are the order of the day in our town; this will continue to be the case so long as there are no public schools for advanced scholars.—Cheshire.

*Attendance.*—Tell us a school is steady and regular in attendance, and it needs no further commendation.—Great Barrington.

*High school.*—The top stone of our educational system is the high school.—Lenox.

*No more school districts.*—It is now generally known the present year commences the operation of a new school law abolishing the district system.—New Marlborough.

*Mental culture.*—A wise essayist says, "What sculpture is to the block of marble, education is to the human soul. It is a work with noble materials for great and good purposes, and one which also aims to make available the real wealth and resources of the State."—Otis.

*Education vs. Crime.*—When it costs Berkshire County five times as much for a court-house, jail, and house of correction (to say nothing of the expenses of the detection, arrest, and conviction of criminals) as it does to furnish a year's tuition to every boy and girl between the ages of five and fifteen years in the county, there can be little doubt as to the proper direction in which to judiciously increase the public expenditure. It is entirely in accordance with the genius of our republican institutions that our means of public instruction should be the pride of all the people, and not in any sense a poor bounty for those who are unable to avail themselves of private tuition.—Pittsfield.

*Education and citizenship.*—The children in our schools are, so far as qualifying them for citizenship goes, a trust committed to the voters of this town. The law makes their education the care of the town. This it does because their education is a public benefit. You would have thought it madness to send out soldiers without equipments. Is it any less madness to send our children unequipped into the battles of life that await them?—Dighton.

*Superrision.*—Of the system of superintendency of the public schools as pursued in this city, we speak with much confidence, believing fully in its efficiency and usefulness; the wonder with us is, that our large cities and towns should ever have done without it.

*School appropriations.*—I am confident that no corresponding amount of money has ever been expended in behalf of our schools that has been more profitably turned to account.—New Bedford.

*The school buildings* should be not less an exponent of our intellectual and social progress. When churches are magnificent, and houses are elegant, our temples of learning should not be barns.—Taunton.

*School appropriations.*—We reap as we sow. If we sow sparingly, we shall reap sparingly. Small appropriations make small schools. This is the law, and this is the fact.

*The law relating to children in manufacturing establishments* does honor to Massachusetts. In it we see the State assuming the relation of parent to the poor and helpless child.

*Text-books.*—We give our unqualified approval to the plan suggested by the Massachusetts board of education, that commissioners, men of learning, and eminent educators be appointed to make selections in text-books for the whole State.—Andover.

*Music in primary schools.*—The scholars of every school have been taught the science of music. The pupils in the primary school are able to read music in any key.—Bradford.

*Duty to future generations.*—The greatness of the legacy we have received from those who have gone before us, increases our debt to future generations.—Danvers.

*Play-ground etiquette* is in external influence the seed which produces family national justice.—Georgetown.

*Supervision.*—It is no longer a question whether the city needs or can afford have a superintendent of public schools, but how long it can afford to do with one.—Lynn.

*Supervision.*—Time is making more and more evident, we believe, the wisdom of city in giving to the school system a trained, a thoroughly capable and unifying su vision. There is much oral work, real teaching, done in our schools.—Salem.

*Selection of teachers.*—When a person is to be received as partner we proceed c tiously, we watch his every act, and he is only accepted when we are entirely satis that he possesses not only good habits but the requisite business qualifications to ins success. But the teacher who is to train the imperishable minds of youth, and wh influence widens as it rolls down the stream of time, is seldom selected with care. granite monuments will crumble, the marble slab will perish, but the teacher's w is to exist for all coming time.—Salisbury.

*Government.*—That teacher governs the best who succeeds in securing the high degree of self-government among the scholars. Self-restraint is far better than ward control.—Bernardston.

*How to prevent improvement.*—If you do not wish to have your children make any provement during the school term, you have only to indulge in sarcastic and disp aging remarks about the teacher and the school before your children, and you will you have been successful beyond your most sanguine expectations.—Erving.

*Parents should inform themselves.*—It seems to us that parents should inform th selves better with regard to the qualifications necessary for good schools.—Hawley.

*Self-discipline.*—We believe that compulsory obedience is far better than none; teachers should ever remember that their pupils are not saved until they have firm established in them habits of obedience to principle, and learned the test of all cipline—self-discipline.—Leverett.

*Progress.*—The hope and glory of New England is in her public schools. It becon us not to be satisfied with what has been, but to press forward to the mark for prize of our high calling.—Montague.

*Value of education.*—Educational privileges have a most intimate connection, not o with the educational prosperity of a town, but with the price of every man's farm. commodious, tasteful school building will not only tell its story of a people's liberal and refinement, but will add no small percentage to the value of property in all neighborhood. Large land-holders may count their taxes in such a direction a investment.—Northfield.

*Which is worth most?*—Is it to her credit or shame that her sheep and cattle are much better provided for than her school children?—Shelburne.

*Professional teachers.*—It needs no illustration to prove that this principle of const change, carried into any business, would necessitate a failure in nine cases out of t Now it is by securing and maintaining a corps of earnest, successful, professio teachers that we can effectually improve the condition of our schools.—Agawam.

*Teaching as a profession.*—Some teachers are cheap at any reasonable price; oth would be dear if they cost us nothing. Till teaching is recognized as a profession be specially prepared for and followed, as other professions are, as a vocation, children will not generally receive that culture that their nature and capacity dema

*Natural history.*—The rocks that cover our hills and cumber our fields are full of struction; but all these are sealed books to our children, and will continue to until they are taught to read them.—Primfield.

*Home training.*—A child that is educated at home to be mild and docile and respe ful, who has been taught to obey his father and mother, will render a cheerful obedie to the commands of the teacher; but, on the other hand, he who has been indulged his conceit, who is rude and disrespectful and restive under parental control, wh allowed to be disobedient, will exhibit the same disposition at school.—Chicopee.

*Value of attractive school-rooms.*—Some think this cannot be done, that "boys will boys," and will whittle and otherwise deface a school-room even as their fathers before them. But give them a tasteful and attractive room to study in, and a gr share of the temptation to deface is removed. Then compel each parent to pay for damage done to the school-houses by his children, and the evil will soon cease.—Gr ville.

*Parents visit the schools.*—If parents would know the condition of a school, they sho visit the school. It will be useful for parents to see with their own eyes how th children appear at school as well as at home.—Ludlow.

*Teach children to think.*—To make a child think for himself is the teacher's main bu ness. He should not aim to cram the memory of children with the results of his o thinking, but stimulate them to do their own thinking.—Monson.

*What is needed.*—New and convenient school-houses, well qualified teachers, also coöperation of parents with the committee, will, we hope, usher in a new era in education of our children.—Montgomery.

*Education and citizenship.*—Our laws assume that no one is qualified for citizenship without a common school education. The State, therefore, provides the means of education, and makes them free to all, and then deems it a crime to deprive another or deprive one's self of such a benefit.

*The high school* will always be the people's college, where the greatest number will receive an education in the higher branches, and their necessities must be regarded.—Springfield.

*Value of newspapers in the home.*—Let those who have the care of the young remember that the process of education commences and is continued for years in the family. The knowledge gained in schools is important, but of more value is correct nurture at home. The periodicals of the day are as efficient as any text-books to educate youthful minds. Let no father suffer his house to be destitute of a good supply of newspapers and other periodicals.—Tolland.

*Duties of parents.*—Do not think your duty done when you have voted your money and elected your committee. Parents owe a duty to scholar and teacher that the committee are unable to perform.—Wales.

*Discipline.*—A poor teacher with good discipline will be more successful than a good teacher with poor discipline. Parents should learn this as well as the teacher, and should co-operate with the teacher in maintaining it.—Westfield.

*Attendance.*—Were the children employed in a manufactory instead of attending school, we believe the parents would show more interest in insuring a punctual attendance. In our business relations we look well to see if we get an equivalent for our money; why not show an equal interest in the hundreds raised for the education of our children.—Wilbraham.

*School officers.*—If your committees are dead men let them be buried, and choose live men in their places.—Cummington.

*School-houses.*—Education consists in much more than an ability to recite one's lessons with accuracy. A child's surroundings have a deal to do in the formation of his character, mental as well as moral.—Enfield.

*Women upon school committee.*—Since it is evident that our schools will be almost wholly, if not entirely, taught by females, we respectfully suggest the propriety of placing a woman upon the school committee.—Middlefield.

*Adequate wages and good schools.*—It is useless to expect good schools without good teachers; and we cannot obtain good teachers without paying such wages as will induce those of a high order of talent to accept positions.

*Teaching a science.*—The theory of teaching is a science, and, like law, medicine, and divinity, should be studied as a science. The practice of teaching is an art, and skill and dexterity in it come by study, observation, and experience.

*Professional teachers.*—I have often observed with interest the daily practice of a skillful, educated gardener. With what constant care does he watch each individual plant among his choice varieties! How zealously he guards it from every influence that would retard its growth and harmonious development! How carefully he supplies it with its proper nutriment, light, air, sunshine, moisture, and earth! Thus the plant, from its laws of life and growth, is gradually developed into its own peculiar form of beauty.

*Educational journals.*—I may mention that, two years ago, to the best of my knowledge, only three copies of any educational journal were taken among all the teachers; now there are nearly forty.—Northampton.

*Ignorance.*—One ignorant boy or man, girl or woman, may be capable of bringing about much mischief and great disgrace to the town.—South Hadley.

*Text-books.*—Let the board of education, after a critical examination of all the text-books, decide which shall be introduced into our schools.

*Discipline.*—One thing is certain, disorder and confusion must be driven from our school-rooms at all hazards, if we would have anything worthy the name of a school.—Ware.

*Object teaching* for the primary schools is now generally practiced in schools that pretend to keep up with the improvements in teaching.—Williamsburg.

*Embellishment of school-houses.*—Why should not our school-houses, where the rising generation spend so large a part of their time, be properly cared for and embellished?—Worthington.

*Experience, tact, and health.*—A teacher of experience and tact, with good physical health and a willingness to work, will have a good school in the face of opposition and discouragement.

*Visits by parents.*—In the statistical table we have added a column showing the number of visits by parents and others, excluding the superintendent's visits, during each term.—Acton.

*High school.*—The high school, voluntarily established while the town was below the limit of statute liability, is now sustained in conformity to law.—Arlington.

*Moral culture.*—A teacher failing in this kind of instruction, moral culture, deplorably fails to comply with the law.—Ashby.

*Our text-books* are so deficient that the teacher must endeavor by oral instruction to aid his pupils.—Ib.

*Teaching.*—If the teacher would teach topics in such a way that each mind could grasp the thoughts, instead of requiring pupils to commit to memory only words, we should seldom be obliged to hear the too frequent remark, "I have been over the lessons, but do not know anything about them."—Ib.

*The supervision of public schools.*—The superintendent of public schools of Boston recently remarked that the most imperfect part of the educational system of Massachusetts was found in the supervision of her schools. This, we know, is very true.

*School-teachers.*—Once upon a time, being asked by a friend in a neighboring town what kind of teachers we had in Ashland, we answered: "Much like those in other places. We have the good, bad, and indifferent. We dismiss the bad, endure the indifferent, while the good teachers keep us in constant anxiety lest they may leave us, and go to some town where they pay a larger salary."

*Teachers' wages.*—We hardly ever get any more than we pay for, and if we do, it is generally because we have cheated somebody.

*Law and order.*—The following facts are true under all circumstances: Where there is to be order there must be law; and the laws, to be effectual, must be executed; and in order to execute them, lawlessness must be discovered, and the lawless punished; and all fair means taken to identify the transgressors is perfectly honorable, the opinion of school children to the contrary notwithstanding.—Ashland.

*Visiting schools.*—Many persons in town have not been into a school-room while a school has been in session since they completed their education; still they pretend to know all about the condition of our schools.

*Indifference of parents.*—We sometimes meet men, otherwise prudent and intelligent, who are almost criminally careless regarding the educational interests of their children. Their farms they watch over with much anxiety; but the day may come when they will look upon their gardens and orchards with diminished pleasure when they find no flowers in the garden of their child's mind; instead they may, through their neglect or indifference, find it overgrown with the weeds of vice and error.—Boxborough.

*Thoroughness.*—It seems to be the determination of most teachers of the present day to make thoroughness the rule, and to make a perfect conception of the principle involved the true method in recitation.—Burlington.

*Primary schools.*—In our primary schools about 800 enter each year; about 30 complete their education in our Cambridge public schools. Any private teacher, and many parents who have attended to the education of their families, are well aware that children who begin the alphabet at six years old can easily be qualified, and well qualified, to enter the grammar school in two years. For the great majority of the children the fourth year in our primary schools is so much time absolutely wasted.

*Evening schools.*—I believe that separate evening schools for the two sexes, continuing five months in the year, should become a part of our regular school system.—Cambridge.

*Distribution of labor.*—It is one thing to provide an adequate corps of teachers for a grammar school, and another, equally important, to distribute the labors of those teachers along the line of effort so as to achieve the highest educational result.

*Ignorance.*—A wound inflicted upon the body may be healed by the restorative processes of nature, but a character once tarnished seldom regains its luster On this point the voice of history is emphatic. In every age, a growing waywardness of the young has preluded national debasement.

*Teachers' library.*—I am confident the members of the committee will esteem it a pleasure to place Charlestown first, or at least prominent among American cities, in furnishing suitable books for the benefit of public teachers.

*Oral teaching.*—The great world of fact and of thought is seldom made to throw its inspiring influence into public schools.—Charlestown.

*Good teachers.*—The town has a fine appetite for good instruction. If we wish to keep, where we boast that we have kept heretofore, in the front rank, we must pay for good instruction its value in the educational market.

*Adult winter schools.*—Observation has led your committee to believe that much good might be accomplished by the establishment in this town of an adult winter school.—Concord.

*Parents.*—When parents are fully awake to the subject of education, and to the wants of our children and youth, in this regard, we may expect our schools to prosper, and the minds of all to be well stored with useful knowledge.—Dracut.

*Responsibility of the teacher.*—The sphere of the teacher is large and varied. Intellectual and moral culture must go on together. Immortal natures are in charge. Without the proper development and training of the moral character, the intellectual will be comparatively of little importance. In this regard, as is the teacher, so in a few months will be the school. Earnestness and faithfulness in duty, refinement of manners and feeling, true morality and Christian principle on the part of the teacher, will in time, God's blessing attending it all, beget the same in the minds and characters of the pupils. How great, therefore, is the responsibility of the teacher!—Framingham.

*Teachers.*—Mean appropriations beget mean schools. Poor teachers result from indifference, and indifference manifests itself in mean appropriations for educationa' and all oth r good purposes.—Groten.

*Obje t teaching.*—The school in this town where most attention has been given to obje:t instruction, has done more work in the regular studies than any other of its grade.

*The high school* is an important one in our system. Besides furnishing a majority of our teachers, it exerts an influence on all the lower grades. It gives the children something to look forward to. Ask the pupils in any of our primary schools to what they are aiming, and they will tell you the high school. The better the school, the greater the ambition of scholars to enter it. The genius of our institutions contem plates a free education for all our children.

*First instruction.*— A child's first instruction should be based on the fact that his intellectual activity consists in seeing and hearing.

*Superintendent.*—Another means whereby our teachers, schools, and whole community may be benefited, is by the employment of a school superintendent.—Hopkinton.

*Value of intellectual tra ning.*—Intellectual training is promotive of virtue, because it involves self-control and self-denial, as opposed to self-indulgence. Reason should rule man, and the more the intellectual powers are sharpened and expanded, the more unwilling will the man be to become a slave to appetite.—Lincoln.

*High school.*—There should be one school in town open to advanced scholars from all parts of the town, for a term of twelve weeks at least, and perhaps extended through the summer and winter terms of the entire year.—Littleton.

*We need trained teachers.*—The teacher must seek knowledge elsewhere than from his own pupils. Nothing short of the training of one of our normal schools should be thought sufficient to entitle a new candidate to mention in connection with our teacherships.—Lowell.

When a teacher neglects to discuss questions of teaching with compeers, to attend teachers' conventions, to make some regular preparation out of school for the duties in it, and to read educational publications, it is time the city treasurer should cease to read that teacher's name on our educational pay-roll.—Ib.

*Primary teachers.*—The foolish idea that primary teachers if successful, should be made assistants in grammar schools by way of promotion, is less common than formerly, but it still exists and causes the committee some annoyance. Perhaps a slight difference of salary in favor of primary teachers would set this matter right much easier than argument can do.—Ib.

*Primary schools.*—If so vast a majority of our children cannot go to the high school it is important to take measures to bring some of the high school studies to them.—Ib.

Drawing should be taught as universally and thoroughly as penmanship.—Ib.

*Inconstancy worse than truancy.*—"Inconstancy," says Mr. Huse, (truant commissioner,) "is a harder evil to combat than truancy. I mean those cases where parents keep, or allow their children to remain out of school for very trivial causes.—Ib.

*Sectarian schools.*—May the friends of every sect see the injury they would do their children by secluding them in sectarian schools, and appreciate the anti-republican tendency of such divisions in the education of our youth. May each citizen feel his immediate and individual interest in our common schools, and his share of responsibility for their success. May every one exert his special influence to continue them as the schools of the whole people—to render them so impartial that no virtuous sentiment of any portion of the community may feel aggrieved; so truly free that even poverty can ask nothing cheaper, and so complete and excellent that wealth can purchase nothing better.—Ib.

*Parents, visit the schools.*—If parents would visit our schools more, become acquainted with the teachers, witness their labors, exhibit an interest and sympathy for them, new light would break upon them, and, instead of complaints and cruel aspersions, a fraternal feeling would be kindled that would shed a genial, kindly influence, in which parent, child, and teacher would alike participate. Again we say to parents, visit the schools!—Malden.

*Our evening schools.*—More than sixty persons of an age too advanced for admission to the day schools have attended its sessions with great regularity, and have thus been enabled in some degree to remedy the disadvantages under which they have labored in earlier years.—Medford.

*High schools.*—The elective system which was adopted last year, and by which a scholar may pursue either an English or classical course, has thus far worked well.—Newton.

*Mechanical teaching.*—There is truth in the remark that "we are shut up in schools and colleges and recitation rooms ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing.—Ib.

*School appropriations.*—Your committee have been recently asked whether the town could not profitably spend more money for the support of schools. We wish to give our answer to the public, which was emphatically in the affirmative.—Sherborn.

*Education in the present, the strength of the future.*—The strength of the future town or State will depend largely upon the fidelity of the present generation in sustaining the institutions of education and pure religion.—Ib.

*Knowledge a delight.*—The acquisition of knowledge is ever a source of intense delight to those who can gain a clear and intelligent understanding of the subject under consideration.

*Oral and object teaching.*—Reason, therefore, would seem to indicate that oral instruction, object teaching, and memorizing, should be the principal work of the primary school, and also of the lower classes of the grammar school.

*Teachers and parents.*—He is the wise teacher who labors earnestly to render himself worthy of the confidence and love of those whom he instructs and controls.

He is the judicious parent who cheerfully co-operates with the teacher to render the school pleasant and profitable to the child.—Somerville.

*School appropriations.*—It matters not how great the care or the cost may be of sustaining our public schools; they must be maintained.—Stow.

*School-houses or prisons.*—Better, far better pay for school-houses and teachers than for prisons and police officers.—Tewksbury.

*Education a defense.*—An education of this broad and high character is a better defense of our liberty than a standing army, a firmer bulwark of our government than our oak-ribbed and iron-clad navy.—Ib.

*High schools.*—The teachers of the public schools in towns where they enjoy a high school are invariably more intelligent and efficient than they are in towns having no high school.—Townsend.

*Kinder-gartens.*—Some of the good results associated with the kinder-garten institutions are already naturalized in our primary schools.—Waltham.

*Public sentiment.*—Let a right public sentiment exist here on this subject; let there be a due estimation of the cause of education at large, and the influence which every single community exerts on the entire republic.—Wilmington.

*Evening schools.*—If there are among us persons beyond school age willing to learn, we cannot afford to deny them the privilege, and no part of the public money can be better expended than that which is devoted to this object. It is clearly the duty and the interest of the town to provide ample accommodations for such a school during the long evenings of each year.—Woburn.

*Training school.*—In my first annual report I predicted that the training school which you had recently established would come to be an essential part of our school system. The prediction has been fulfilled.—Ib.

*Thoroughness.*—We fully coincide with a remark of Hon. Horace Mann, that "thoroughness is the secret of success."—Nantucket.

*School-houses.*—We have often thought if men went to school in place of children, school-houses would be very much improved. We sincerely hope that these relics of past generations may soon give place to more respectable, convenient, and tasteful houses.—Braintree.

*Need for progress.*—Have we then arrived at a point where we can sit down quietly, fold our hands, and congratulate ourselves? By no means. In the march of improvement, on which we have entered, who pauses is left behind.—Brookline.

*What the school should be to the people.*—Nothing should be nearer to the hearts of this people than their public schools, in which most of their children have their only opportunity of literary culture.—Foxborough.

*Unlawful employment of children.*—We fail to see the wisdom or justice of depriving a child of an education in order to save the town the expense of aiding in the support of the family; and your committee find that they are fully sustained in their views by the statutes.—Hyde Park.

*Only in the intelligence* and virtue of the people is there any ground for confidence in the future maintenance of those rights; and especially of the right of religious freedom, which is the dearest to every intelligent mind and upright conscience. An enlightened people cannot long be an enslaved people; and only an enlightened people is capable of being a free people. Knowledge and liberty go hand in hand.—Medfield.

*Transportation for scholars.*—A law has recently been passed by our State legislature authorizing the school committee, at their discretion, to furnish transportation to scholars to and from school, to be paid for out of a special appropriation to be made for the purpose by the town. We think the value of this excellent provision will be plainly apparent in the improved attendance of scholars, as well as in the diminution of the number of cases of sickness among them caused by exposure in stormy weather. —Milton.

*Primary teachers.*—New applicants often say, "I should not dare to try anything but a primary school." They had better say, "I dare try anything but a primary school." In everything but pure muscular force the primary department requires the rarest combination of qualities that go to make up a model teacher. Gentleness blended with firmness, and tempered with judgment, energy, and enthusiasm, combined with and regulated by moderation and prudence—these and all the cardinal virtues are needful for this position.—Quincy.

*Visiting.*—We feel more and more the need of a superintendent of schools, who shall be able to devote more time to them than business and professional men are able to do.—Walpole.

*Evening schools.*—It is doubtful whether there are any schools in town where there has been manifested a greater desire to improve than in these evening schools.—West Roxbury.

*Value of education.*—As a general principle, the educated are enterprising and self-supporting, while the ignorant descend to their level in the alms-house, the prison, and similar institutions, most of which have been established as a consequence of defective early education.—Weymouth.

*Primary schools.*—The idea so generally entertained that any person of fair attainments, though young and inexperienced, can teach a primary school, is assuredly a mistaken one.—Abington.

*Duty of parents.*—Those who neglect to give the benefits of a good common school education to their children make a sad mistake, commit a great wrong against society, and do their children an irreparable injury.—Hansom.

*Object of public schools.*—The final object of our public schools is, or should be, to make good men and good women, good citizens and neighbors. Whatever stops short of this is not the true and sufficient education.—Kingston.

*Evils in schools.*—We have learned by experience that it is much easier to discover than to correct existing evils in our common schools.—Marion.

*Real advancement.*—We prefer to see a scholar able to take a crayon and draw a map of a State or country, giving tolerably good porportions, and sketching the position of important points with approximate accuracy, to being able to answer scores of questions like, "How many islands are there in Lake Ontario?" or being able to tell with certainty whether his book states that "Massachusetts is distinguished for agriculture, manufactures, and commerce," or "commerce, manufactures, and agriculture."—Marshfield.

*Teaching children.*—The most prevalent error in teaching little children, it seems to me, is the effort to make them understand the abstract definitions of things before they have any experience of the things themselves through the medium of the senses.—Plymouth.

*Authority of parents during school hours.*—The parent has no more to do with his own child than with his neighbor's during school hours. The necessity for this is apparent. The unprofitableness of too many cooks is proverbial.—Rochester.

*Corporal punishment.*—Whipping in school is like a war in a nation—if you go into the custom at all, you may go further than you mean to at first, and there will be no holding up till one or the other party succumbs.—South Scituate.

*Military drill.*—The usual exercise in military drill is continued, and the school-boys, in their evolutions before competent military judges, received high praise for their skillful maneuvring and soldierly bearing. Military instruction, commenced a few years since on the petition of some of our leading citizen, during the trying days of the rebellion, as an experiment, is now a manifest success, and should be hereafter considered as an integral part of our educational system.—Boston.

*Cleanliness.*—In district No. 6, while the board was in use, at the suggestion of the committee the problem presented itself how to clean it, when it was discovered that a boy's cap made an excellent wiper. The committee do not divulge this discovery for the purpose of recommending it.—Ashburnham.

*Discipline.*—Let your boys rule the school-room, and you will soon have bad men to rule the nation.—Athol.

*Duty of the State to the citizens.*—Our children are the children of the town in a sense most endearing, rather than burdensome. Such relationship is preëminently American; more distinctly puritanic. Prussia has the common-school system; but the parent is taxed. With us it is the citizen, parent or not. That is a grand distinction, and honorable to the State. A French reformer, urging the government, gives on the title-page of his plea this sentiment: "Pour instructions on the heads of the people; you owe them that baptism." With us the State stands godfather to all the children.—Berlin.

*What children should learn.*—In deciding what that course should be, we know of no better rule than that of Aristippus, one of the philosophers of ancient Greece, who, on being asked what boys ought to learn, replied, "What they will have occasion to use when they become men."—Boylston.

*School-houses.*—As the style of churches indicates the spiritual condition of the community, so surely do the school-houses indicate the educational prosperity of the people.—Brookfield.

*High schools.*—Our high schools are furnishing to those that avail themselves of their advantages, a kind of education, more especially in its disciplinary character, far superior to that which our private schools or academies ever did or can supply. Of the propriety or justice of making schools of this class a public charge, the day for argument has passed.—Fitchburg.

*Parents visit the school.*—The best teacher will fail, if not sustained by the active sympathy of parents. Visit the school often. It will encourage the teacher and incite her to still greater efforts. Your children will see that you feel a deep interest in their education, and be incited to greater diligence. Know for yourselves whether the school is a good one, and the teacher faithful and competent—not from hearsay, but from personal observation.—Holden.

*Skilled labor.*—The age in which we live demands of us, by every dictate of personal prudence and pure patriotism, which are one in this matter, that we employ skilled labor.—Petersham.

*Too much time given to arithmetic.*—Our impression, from long observation, is that altogether too much of the time spent in our public schools is devoted to the intricacies of arithmetic, the minutiæ of geography, and the senseless mummery of grammatical nomenclature.—Shrewsbury.

*Importance of practical knowledge.*—Is it not of as much importance, at least, to a young miss on leaving school at fifteen, to know something about book-keeping, and how to make out a bill—something about the laws of health, of natural history, of natural philosophy, or of the history of the world, as to devote year after year to the study of the higher rules of arithmetic?—Ib.

*Absenteeism.*—We can conceive of no better method to bring both parents and children to their senses upon this subject than to put such irregulars all into one class, regardless of their grade of scholarship or size. If they use half a dozen different books, just as well. Call it, if you please, the "jumble class," and let it be understood that all irregular scholars are to go into it. When visitors or the committee come, let it be told them that this is the jumble class.—Spencer.

*Abolition of the district system.*—Your committee have heard fears expressed that the abolition of the district system might excite feeling which would in some cases hinder the due working of the town system. We are glad to record that no such disposition has been shown.—Southbridge.

*What kind of education shall be chosen for the children?*—Every person must be educated in the street, the bar-room, or the brothel—a vagabond graduating, it may be said, from the poor-house; a criminal, from the jail or prison—or else in the family, the school, or the church, a worthy citizen, a virtuous man, with due regard for law and a just consideration for the rights and privileges of all men.—Warren.

*Primary schools.*—Thus it appears that the primary schools are the strategical point. It is a mistake to suppose that every person can teach a primary school. These schools need the most skillful teachers. We employ the most careful gardener to cultivate the tender blade, not the vigorous stalk.—Worcester.

*Teachers' wages.*—There are people who value the work of a teacher as they reckon the wages of a mule-driver—so many dollars for so many hours. As well attempt to measure the potent influence of the summer rain, and the gently-distilling dew by the yard, or the lightning's force by the pound. It is said that the salary of the president of Harvard College is $3,000 a year, and that of the chief cook at the Parker House is $4,000. So long as cooks are paid more than teachers, there may result this advantage, that few will engage in the higher vocation who are not actuated by the higher motives. But the community should not forget that a debt of gratitude is due the faithful teacher which is not cancelled by pecuniary reward.—Worcester.

## SUPERINTENDENTS OF CITIES AND TOWNS.

| Town. | Name. | City. | Name. |
|---|---|---|---|
| Amherst | H. L. Read | Boston | John D. Philbrick |
| Beverly | Wm. B. Allen | Charlestown | Benjamin F. Tweed |
| Dennis | M. S. Underwood | Fall River | M. W. Tewksbury |
| Boxborough | Oliver Wetherbee | Lowell | Charles Morrill |
| Dover | A. E. Bottell | Springfield | E. A. Hubbard |
| Kingston | Joseph Peckham | Worcester | A. P. Marble |
| Mansfield | L. E. Grover | New Bedford | H. F. Harrington |
| Marion | L. Cobb | Lawrence | G. E. Hood |
| Northampton | J. P. Averill | Cambridge | Edwin B. Hale |
| Pittsfield | L. Scott | Salem | Jonathan Kimball |
| Plymouth | Charles Burton | | |
| Somerville | J. H. Davis | | |
| Swansea | G. E. Hood | | |
| Weymouth | F. M. Dodge | | |
| Woburn | Thomas Emerson | | |

*Table of statistical details of schools in Massachusetts, from State report for* 1869, *Hon. Joseph White, secretary of Massachusetts board of education.*

| Counties. | Population, State census, 1865. | Valuation, 1865. | Number of schools. | Amount expended in 1868 for erecting school houses. | Amount paid for repairing, &c., in 1868. | No. of schol'rs of all ages in the public schools. | | Average attendance in the public schools. | | Persons under 5 years of age who attend the public schools. | Persons over 15 years of age who attend the public schools. | High schools. | | Incorporated academies. | | | Unincorporated academies and private schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | In summer. | In winter. | In summer. | In winter. | | | Number. | Salaries of teachers. | Number. | Average No. of scholars. | Aggregate paid for tuition. | Number. | Average No. of scholars. | Aggregate paid for tuition. |
| Barnstable* | 34, 489 | $14, 276, 198 | 177 | $3, 000 00 | $2, 328 37 | 6, 407 | 7, 377 | 4, 864 | 6, 012 | 144 | 1, 637 | 7 | $6, 040 00 | 2 | 65 | $375 00 | 4 | 126 | $1, 780 00 |
| Berkshire | 56, 966 | 27, 937, 444 | 329 | 62, 184 74 | 4, 354 55 | 10, 558 | 11, 120 | 7, 475 | 8, 088 | 353 | 1, 170 | 10 | 10, 520 00 | 2 | 73 | 2, 640 00 | 33 | 632 | 38, 011 80 |
| Bristol | 89, 505 | 59, 464, 668 | 318 | 49, 989 37 | 14, 635 60 | 17, 497 | 17, 208 | 13, 286 | 14, 180 | 260 | 1, 869 | 9 | 9, 820 00 | 3 | 216 | 14, 400 00 | 39 | 728 | 10, 400 00 |
| Dukes | 4, 200 | 2, 183, 975 | 21 | ..... ..... | 256 03 | 681 | 707 | 569 | 595 | 22 | 128 | 1 | 656 00 | 1 | 62 | 376 00 | 1 | 25 | 250 00 |
| Essex | 171, 192 | 90, 393, 467 | 552 | 90, 003 65 | 21, 766 39 | 31, 356 | 32, 140 | 25, 033 | 25, 507 | 162 | 2, 542 | 20 | 26, 049 00 | 5 | 535 | 12, 853 00 | 75 | 3, 318 | 31, 171 00 |
| Franklin | 31, 342 | 13, 048, 130 | 250 | 800 00 | 1, 685 60 | 5, 683 | 6, 320 | 4, 601 | 5, 2 4 | 226 | 1, 049 | 6 | 3, 914 00 | 4 | 93 | 1, 287 00 | 19 | 428 | 5, 025 00 |
| Hampden | 64, 438 | 33, 253, 177 | 322 | 74, 736 50 | 12, 026 17 | 10, 768 | 11, 074 | 8, 376 | 8, 843 | 317 | 1, 042 | 8 | 11, 215 00 | 2 | 392 | 14, 029 21 | 24 | 770 | 10, 927 50 |
| Hampshire | 31, 199 | 20, 510, 994 | 269 | 39, 953 31 | 6, 113 25 | 7, 606 | 8, 212 | 6, 109 | 6, 786 | 252 | 1, 036 | 9 | 8, 287 50 | 4 | 454 | 9, 940 95 | 16 | 311 | 7 535 00 |
| Middlesex | 220, 618 | 155, 324, 723 | 783 | 236, 469 63 | 58, 655 40 | 49, 550 | 49, 750 | 37, 623 | 38, 589 | 408 | 4, 122 | 33 | 44, 907 25 | 8 | 433 | 28, 708 75 | 68 | 1, 886 | 53, 242 00 |
| Nantucket | 4, 830 | 2, 152, 568 | 10 | ..... ..... | 500 00 | 715 | 728 | 575 | 587 | ..... | 84 | 1 | 1, 200 00 | 1 | 42 | 250 00 | 1 | 50 | 500 00 |
| Norfolk | 87, 908 | 71, 289, 018 | 394 | 64, 701 87 | 21, 602 35 | 18, 844 | 18, 587 | 14, 916 | 14, 655 | 180 | 1, 384 | 19 | 24, 346 00 | 2 | 164 | 7, 700 00 | 39 | 800 | 29, 783 00 |
| Plymouth | 63, 074 | 27, 932, 058 | 315 | 5, 899 42 | 6, 285 45 | 12, 169 | 11, 982 | 9, 822 | 9, 724 | 251 | 1, 121 | 14 | 13, 705 00 | 6 | 250 | 4, 942 00 | 26 | 415 | 5, 211 75 |
| Suffolk | 236, 645 | 411, 085, 476 | 402 | 245, 270 65 | 89, 534 42 | 36, 025 | 37, 374 | 33, 078 | 34, 666 | 4 | 1, 959 | 4 | 6, 500 00 | .. | 4, 050† | ..... | 76 | 2, 425 | 255, 636 00 |
| Worcester | 162, 923 | 80, 857, 766 | 817 | 164, 329 42 | 18, 232 04 | 32, 987 | 34, 802 | 25, 702 | 27, 526 | 610 | 3, 932 | 34 | 32, 932 47 | 5 | 210 | 1, 336 00 | 60 | 1, 424 | 32, 695 00 |
| Total | 1, 267, 329 | 1, 009, 709, 652 | 4, 959 | 1, 037, 338 56 | 257, 975 62 | 240, 846 | 247, 381 | 192, 029 | 200, 902 | 3, 169 | 23, 135 | 175 | 200, 192 22 | 45 | 7, 048 | 110, 837 91 | 481 | 13, 332 | 482, 168 05 |

* Including Marshpee district.

† Including religious and charitable institutions.

TABLE—Continued.

| Counties. | Number in the State between 5 and 15 years of age, May 1, 1868. | Number of teachers, including summer and winter terms. | | Number of different persons employed as teachers during the year. | | Average length of the schools—months and days. | Average wages of teachers per month, including the value of board. | | Raised by taxes for schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school year 1868-'9. | Amount of board, fuel, &c., voluntarily contributed for public schools. | Expense of superintendence and printing school reports. | Amount of school funds the income of which can be appropriated only for the support of academies and schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Males. | Females. | Males. | Females. | | Males. | Females. | | | | |
| Barnstable* | 7,074 | 87 | 273 | 78 | 182 | 7.18 | $63 72 | $26 65 | $50,450 00 | $1,694 00 | $2,045 57 | $30,500 00 |
| Berkshire | 12,702 | 86 | 586 | 76 | 432 | 7.7 | 46 84 | 24 30 | 70,669 28 | 8,879 09 | 3,062 65 | 20,100 87 |
| Bristol | 18,727 | 83 | 781 | 59 | 479 | 8.7 | 63 06 | 28 84 | 161,877 17 | 1,014 00 | 7,211 52 | 29,000 00 |
| Dukes | 804 | 13 | 38 | 8 | 21 | 6.8 | 56 28 | 23 29 | 4,775 00 | ..... | 316 42 | 5,000 00 |
| Essex | 37,456 | 193 | 1,212 | 135 | 740 | 9.1 | 84 04 | 30 07 | 308,249 71 | 375 00 | 13,344 14 | 232,152 00 |
| Franklin | 6,494 | 45 | 478 | 43 | 374 | 6.6 | 43 81 | 24 10 | 40,203 00 | 6,292 70 | 2,049 17 | 30,106 70 |
| Hampden | 13,164 | 64 | 642 | 46 | 426 | 8.3 | 60 33 | 26 66 | 131,436 08 | 3,730 13 | 5,935 66 | 113,101 65 |
| Hampshire | 8,384 | 55 | 510 | 49 | 370 | 7.8 | 56 06 | 25 89 | 65,107 91 | 4,031 20 | 4,900 81 | 131,355 53 |
| Middlesex | 49,627 | 249 | 1,889 | 176 | 1,209 | 8.14 | 105 64 | 33 69 | 586,602 15 | 854 00 | 21,762 35 | 153,572 21 |
| Nantucket | 732 | 7 | 30 | 4 | 22 | 10.6 | 72 22 | 20 00 | 8,500 00 | ..... | 115 00 | 25,000 00 |
| Norfolk | 19,544 | 125 | 739 | 83 | 464 | 9.6 | 96 15 | 34 47 | 224,763 02 | 380 00 | 9,138 95 | 98,969 65 |
| Plymouth | 12,994 | 81 | 585 | 61 | 383 | 8.0 | 56 47 | 26 45 | 90,889 74 | 807 00 | 5,089 53 | 172,386 50 |
| Suffolk | 46,747 | 158 | 1,455 | 83 | 785 | 10.7 | 138 44 | 49 42 | 897,000 00 | ..... | 7,957 38 | 7,000 00 |
| Worcester | 35,538 | 217 | 1,403 | 184 | 1,050 | 7.2 | 65 55 | 29 51 | 283,185 66 | 636 00 | 13,573 13 | 69,213 02 |
| Total | 269,987 | 1,456 | 10,621 | 1,085 | 6,937 | 8.4 | 72 04 | 28 81 | 2,923,708 70 | 28,693 12 | 96,502 28 | 1,117,458 13 |

*Including Marshpee district.

as been very much needed, as the
ne years since.
he current expenses during the

E.

ing the past year the endowment
. The following is a statement of

| | |
|---|---|
| ..... | $35,000 |
| ..... | 88,000 |
| ..... | 123,000 |

uctors, 10.

uctors, 9. The permanent endow-
commodation enlarging, and the

men, 162. Number of instructors,
unds received every year. Condi-

ale, and Grand Traverse Colleges.

OL.

nates, embracing almost every pos-
of the year 1869 there were 247;

e, but reformatory. Though com-
ds, the purpose being forgetting the
s future. Lads are sent to the insti-
They can be released before that time
ute, or by tickets of leave granted by
general character and deportment of
main under the control of the institu-
d of control see cause for so doing.
of leave, while 45 received an uncon-

$2,000 for the erection of a frame barn
the work-shop, and for procuring new
cess of completion. The legislature also
of books for a library for the institution.
ys in the institution. The cost of instru-
defrayed by concerts given by the boys.
band is reported as having exerted a most

m the institution all lads under ten years of
law was seven years. The board of control
law of the legislature in vain. The ground
manity of incarcerating lads of so tender an age

stitution is intended to be penal or reformatory.
d as the board of control represents, it is surely
from its benefits the large number of orphan boys
years, who need its care and protection from the
n with which they are menaced.

## DETROIT.

port, for the year 1869, of the board of education, Hon.
rd, gives the following information:

| | |
|---|---|
| ..... | 80,000 |
| the ages of five and twenty..... | 27,039 |

science, literature, and the arts, 422; in that of medicine and surgery, 358; in that of law, 342. During the year degrees were conferred upon 320 students.

The general library of the university consists of about 17,000 volumes. Since the year 1852 there has been about an average expenditure of $1,500 per annum for books, periodicals, and binding. The library embraces works in all branches of study pursued in the university, and in some lying outside of the specific range of study. The selections have been well made, and the number of useless books is much smaller than in most selections of the kind. The library takes 78 literary and scientific periodicals, American and European, besides a considerable number of newspapers and magazines of a somewhat lighter order, furnished by the Students' Lecture Association. There is no discrimination made between students and others in regard to the permission to consult books in the library.

The chemical laboratory has been greatly enlarged during the past year, and now gives accommodation to over 125 students. The building is detached from all other buildings, is heated with steam, ventilated by two of Sturtevant's fans, propelled by steam power, is fully furnished with steam and sand baths, assaying and smelting furnaces, gas, water, and in fact all the appliances for both instruction and research in the most advanced departments of this highly progressive science of chemistry. Since the laboratory has been enlarged, superior facilities have been given for the study and practice of pharmacy, and the degree of pharmaceutical chemist has been conferred upon 23 young men who have completed this course of instruction.

The museum has been very much enlarged during the year, both by gift and purchase. Mrs. Ames, widow of the late distinguished naturalist, Dr. George L. Ames, presented the collection left by him, the number of specimens being about 22,500. The purchase of the heirs of David Van Vechten of a valuable collection, accumulated by him in California and Nevada, for the sum of $200, added about 1,788 specimens to the museum. The rooms of the museum are daily thronged with visitors from all parts of the country.

The chief foundation of the university funds consists of the proceeds of the sales of the "seventy-two sections" of land granted to the State for university purposes, at an early day, by the Congress of the United States; that fund amounts to about $500,000, and is managed by the State; the interest of which, about $35,000 per annum, is from time to time paid into the treasury of the university. The university receives from the State the sum of $15,000 annually, which is equivalent to an addition of $200,000 to its permanent fund. Students who belong to the State pay a matriculation fee of $10; those from elsewhere, $25, while all are charged $10 per annum for incidental expenses. The total receipts for the year were $103,526 35; expenses, $34,958 81.

The board of regents has recently consented, in response to an overwhelming popular opinion upon the subject, to allow the admission of women to the privileges of the university upon equal terms with men.

## STATE NORMAL SCHOOL.

The number of students has increased until more room is needed for their accommodation. An appropriation was made by the last legislature sufficient to enable the board to complete the new normal school edifice. It is now finished, and is to be occupied immediately by the school. The finishing, seating, and heating have cost about $8,000. The library will be increased the coming year by the addition of many needed books, for which purpose $600 have been appropriated.

The total number of pupils who have received instruction during the year, in either the normal or experimental school, was at least 700. The number of normal pupils acting and trained as teachers in the experimental school was 86. The number of pupils in the experimental school was 114.

Each representative has a right to appoint two pupils from his district as members of the normal school, who are excused from payment of the usual entrance fee, which appointment is good for one year.

## STATE AGRICULTURAL COLLEGE.

This institution during the past year afforded instruction to 79 students. The senior class numbered 11, 10 of whom graduated in the autumn with the degree of bachelor of science. The junior class numbered 13; the sophomore class, 27; the freshman class, 28. The average age of the senior class was twenty-two years, the youngest nineteen. The number of persons employed in instruction has been 6, not counting the president and the superintendents of the farm and gardens, making 10 in all.

The labor system, under which all students work three hours daily, continues to be successful. Students work willingly and well. They thus preserve their habits of labor and taste for it, and the wages received for their work helps them pay the expenses of their education.

The legislature appropriated $30,000 for the erection of a new hall, which is nearly

Hon. ORAMEL HORSFORD, *superintendent of public instruction, Lansing.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. |
|---|---|---|
| Allegan | Patroclus A. Latta | Otsego. |
| Barry | John H. Palmer | Nashville. |
| Bay | Archibald L. Cumming | Portsmouth. |
| Benzie | Alpheus E. Walker | Platt. |
| Berrien | Henry A. Ford | Niles. |
| Branch | A. A. Luce | Gilead. |
| Calhoun | Bela Fancher | Marshall. |
| Cass | Irving Clendenen | Dowagiac. |
| Charlevoix | J. S. Dixon | Charlevoix. |
| Clinton | Rev. E. Mudge | Maple Rapids. |
| Eaton | Calvin G. Townsend | Vermontville. |
| Genesee | Samuel E. Perry | Flint. |
| Grand Traverse | Joseph B. Haviland | Whitewater. |
| Gratiot | Giles T. Brown | Ithaca. |
| Hillsdale | Stephen N. Betts | Hillsdale. |
| Houghton | Rev. P. H. Hollister | Hancock. |
| Huron | Chauncy Chapman | Port Austin. |
| Ingham | George W. Brown | Williamston. |
| Ionia | I. N. Carns | Portland. |
| Isabella | T. E. Harbison | Salt River. |
| Jackson | W. Irving Bennett | Jackson. |
| Kalamazoo | William T. Smith | Schoolcraft. |
| Kent | Henry B. Fallass | Fallassburg. |
| Keweenaw | G. R. Dwelley | Copper Falls |
| Lapeer | James H. Vincent | Lapeer. |
| Leelenaw | Stephen J. Hutchinson | Northport. |
| Lenawee | Christopher T. Bateman | Adrian. |
| Livingston | William A. Sprout | Pinckney. |
| Macomb | Daniel B. Briggs | Romeo. |
| Manistee | Thomas Ward | Manistee. |
| Marquette | Charles C. Yemans | Negaunee. |
| Mason | I. E. Smith | Colfax. |
| Mecosta | Michael Brown | Big Rapids. |
| Midland | John R. Jones | Midland. |
| Monroe | Elem Willard | Monroe. |
| Montcalm | James F. Covel | Stanton. |
| Muskegon | A. J. Loomis | Muskegon. |
| Newaygo | Rev. Cyrus Alton | Newaygo. |
| Oakland | D. E. Wilbur | Pontiac. |
| Oceana | Charles A. Darling | Hart. |
| Osceola | S. F. Dwight | Hersey. |
| Ottawa | Augustus W. Taylor | Nunica. |
| Saginaw | Rev. J. S. Goodman | East Saginaw. |
| Sanilac | Charles S. Nims | Lexington. |
| Shiawassee | Joseph W. Manning | Pittsburg. |
| St. Clair | John C. Clarke | St. Clair. |
| St. Joseph | Luther B. Antisdale | Centreville. |
| Tuscola | Samuel N. Hill | Vassar. |
| Van Buren | Rev. Edward Cleveland | Lawrence. |
| Washtenaw | George S. Wheeler | Ann Arbor. |
| Wayne | Lester R. Brown | Rawsonville. |

| | |
|---|---|
| Number enrolled in the school registers for the year | 10,71[illegible] |
| Average number belonging to public schools | 7,12[illegible] |
| Average daily attendance | 6,8[illegible] |
| Whole number of sittings in public schools | 7,1[illegible] |
| Number of teachers | 12[illegible] |
| Number of weeks in the school year | 4[illegible] |
| Total expenses per scholar on average number | $11 [illegible] |
| Total city taxes for the year | $713,05[illegible] |
| For school purposes, exclusive of building | $75,000 |
| Increase for the year in number of seats in schools | 1,440 |

The demand for school accommodation keeps pace with the steady and rapid increase of the population, so that, notwithstanding the number of seats added during the past year, the pressure continues quite as great, if not greater, than ever, and on the opening of the schools, at the commencement of every term, large numbers of children are excluded for want of room.

The facts that a vacant seat is so readily applied for and that irregularity of attendance for any other cause than sickness soon gives a pupil's desk to another, secure a better attendance than could be had were the school accommodations sufficiently ample. Carelessness and heedlessness on the part of parents and pupils have almost entirely ceased to operate as a cause for absence from school.

During the year an important change has been made in regard to the admission of colored children in the public schools. From the commencement of the school system in the city separate schools had been maintained for them, and no oportunity had been afforded them for advancing higher than the junior grade. The decision of the supreme court in the case of Workman *vs.* The Board of Education, in April last, established the right of the colored child to admission on equal terms with all others. In compliance with the law, as affirmed in this decision, the board rescinded all rules and regulations assigning to them separate schools, and colored children are now admitted to all the schools, subject to the same rules and regulations that apply to other applicants.

## GRAND RAPIDS.

The annual report for 1868 of the superintendent of schools for the city, Hon. E. A. Strong, embraces the following:

| | |
|---|---|
| Total school census of the city, 1868 | 4,342 |
| Total number enrolled in public schools | 2,878 |
| Number not in public schools | 935 |
| Total number of teachers in city schools | 41 |
| Per cent. of attendance on average number belonging | 92.2 |
| Per cent. of tardiness on average attendance | 3.9 |
| Per cent. of school enrollment on school census | 68.0 |
| Annual cost of tuition per pupil | $9 27 |

In taking a view of what has been accomplished during the last ten years, the superintendent says:

"A respectable library, a good collection of apparatus, and extensive cabinets have been formed; the schools have been thoroughly graded; a course of study has been prepared and brought into use; a high school department has been created and encouraged, until it is unusually large in proportion to our population; three new buildings have been erected and the other thoroughly repaired, so that the value of the school property of the district is hardly less than $80,000, and the community at large have become so alive to their true interests that they are continually calling for improved buildings and increased facilities for education."

HON. ORAMEL HORSFORD, *superintendent of public instruction, Lansing.*

COUNTY SUPERINTENDENTS.

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| Berrien | Henry A. Ford | Niles. |
| Branch | A. A. Luce | Gilead. |
| Calhoun | Bela Fancher | Marshall. |
| Cass | Irving Clendenen | Dowagiac. |
| Charlevoix | J. S. Dixon | Charlevoix. |
| Clinton | Rev. E. Mudge | Maple Rapids. |
| Eaton | Calvin G. Townsend | Vermontville. |
| Genesee | Samuel E. Perry | Flint. |
| Grand Traverse | Joseph B. Haviland | Whitewater. |
| Gratiot | Giles T. Brown | Ithaca. |
| Hillsdale | Stephen N. Betts | Hillsdale. |
| Houghton | Rev. P. H. Hollister | Hancock. |
| Huron | Chauncy Chapman | Port Austin. |
| Ingham | George W. Brown | Williamston. |
| Ionia | I. N. Carns | Portland. |
| Isabella | T. E. Harbison | Salt River. |
| Jackson | W. Irving Bennett | Jackson. |
| Kalamazoo | William T. Smith | Schoolcraft. |
| Kent | Henry B. Fallass | Fallassburg. |
| Keweenaw | G. R. Dwelley | Copper Falls |
| Lapeer | James H. Vincent | Lapeer. |
| Leelenaw | Stephen J. Hutchinson | Northport. |
| Lenawee | Christopher T. Bateman | Adrian. |
| Livingston | William A. Sprout | Pinckney. |
| Macomb | Daniel B. Briggs | Romeo. |
| Manistee | Thomas Ward | Manistee. |
| Marquette | Charles C. Yemans | Negaunee. |
| Mason | I. E. Smith | Colfax. |
| Mecosta | Michael Brown | Big Rapids. |
| Midland | John R. Jones | Midland. |
| Monroe | Elem Willard | Monroe. |
| Montcalm | James F. Covel | Stanton. |
| Muskegon | A. J. Loomis | Muskegon. |
| Newaygo | Rev. Cyrus Alton | Newaygo. |
| Oakland | D. E. Wilbur | Pontiac. |
| Oceana | Charles A. Darling | Hart. |
| Osceola | S. F. Dwight | Hersey. |
| Ottawa | Augustus W. Taylor | Nunica. |
| Saginaw | Rev. J. S. Goodman | East Saginaw. |
| Sanilac | Charles S. Nims | Lexington. |
| Shiawassee | Joseph W. Manning | Pittsburg. |
| St. Clair | John C. Clarke | St. Clair. |
| St. Joseph | Luther B. Antisdale | Centreville. |
| Tuscola | Samuel N. Hill | Vassar. |
| Van Buren | Rev. Edward Cleveland | Lawrence. |
| Washtenaw | George S. Wheeler | Ann Arbor. |
| Wayne | Lester R. Brown | Rawsonville. |

*Table of statistical details of the schools in Michigan for the year* 1869.

| Counties. | No. of townships. | Whole districts. | Fractional districts. | Av. wages per month of male teachers. | Av. wages per month of female teachers. | No. of children between the ages of 5 and 20 years. | Increase. | No. of children attending school during the year. | No. attending school under 5 or over 20 years of age. | Av. No. of months school. | Value of school-houses and lots. | No. qualified male teachers. | No. qualified female teachers. | Total wages of male teachers for the y'r. | Total wages of female teachers for the year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Allegan | 24 | 145 | 17 | $47 35 | $22 61 | 10,190 | 395 | 7,918 | 161 | 6.1 | $109,250 | 68 | 262 | $11,686 72 | $21,043 55 |
| Alcona | 1 | 2 | ..... | 86 85 | 35 50 | 133 | 133 | 119 | 3 | 6.8 | 700 | 1 | 3 | 668 84 | 355 00 |
| Alpena | 1 | 1 | ..... | 75 00 | 40 00 | 404 | *77 | 320 | ..... | 7.0 | 17,600 | 1 | 4 | 450 00 | 1,100 00 |
| Antrim | 6 | 9 | 1 | 33 97 | 14 72 | 481 | 151 | 317 | 9 | 5.1 | 1,830 | 3 | 11 | 305 75 | 556 75 |
| Barry | 16 | 111 | 34 | 36 27 | 17 85 | 7,397 | 251 | 5,813 | 109 | 6.7 | 54,815 | 68 | 206 | 7,983 99 | 12,549 45 |
| Bay | 9 | 23 | ..... | 98 00 | 37 68 | 4,213 | 942 | 2,723 | 40 | 6.9 | 135,955 | 11 | 63 | 4,930 00 | 12,142 20 |
| Benzie | 9 | 15 | 1 | 38 64 | 14 64 | 527 | 527 | 275 | 7 | 4.4 | 1,125 | 4 | 11 | 314 00 | 619 50 |
| Berrien | 21 | 118 | 29 | 49 46 | 24 61 | 12,011 | 512 | 8,897 | 167 | 6.6 | 180,167 | 80 | 240 | 14,376 98 | 25,005 92 |
| Branch | 17 | 96 | 38 | 41,26 | 18 16 | 8,699 | 17 | 6,777 | 176 | 6.8 | 154,606 | 64 | 224 | 9,564 61 | 16,506 46 |
| Calhoun | 22 | 107 | 53 | 48 25 | 21 82 | 11,488 | 382 | 9,464 | 150 | 7.2 | 247,225 | 69 | 292 | 12,966 11 | 28,052 36 |
| Cass | 15 | 100 | 21 | 47 18 | 22 24 | 7,312 | 12 | 6,007 | 120 | 6.7 | 106,329 | 79 | 177 | 13,526 40 | 14,613 04 |
| Charlevoix | 5 | 8 | 2 | 26 00 | 12 09 | 267 | 267 | 195 | 6 | 4.0 | 1,720 | 3 | 9 | 182 00 | 338 50 |
| Cheboygan | 2 | 4 | ..... | 48 33 | 28 25 | 441 | 79 | 223 | 2 | 5.1 | 1,355 | 4 | 3 | 580 00 | 396 00 |
| Chippewa | 2 | 2 | ..... | 55 00 | 16 98 | 424 | 319 | 108 | ..... | 5.8 | 1,300 | 2 | 1 | 330 00 | 93 35 |
| Clinton | 16 | 104 | 28 | 33 81 | 19 15 | 7,676 | 371 | 5,735 | 133 | 6.5 | 73,752 | 56 | 195 | 7,010 70 | 14,308 07 |
| Delta | 1 | 1 | ..... | 75 00 | 37 65 | 289 | 3 | 214 | 12 | 9.0 | 2,350 | 1 | 3 | 300 00 | 640 00 |
| Eaton | 16 | 106 | 29 | 38 55 | 18 68 | 8,066 | 317 | 6,895 | 227 | 6.3 | 77,135 | 60 | 228 | 7,452 47 | 14,128 88 |
| Genesee | 19 | 113 | 49 | 46 36 | 20 09 | 10,642 | 539 | 8,213 | 183 | 6.6 | 158,569 | 78 | 262 | 13,348 50 | 21,185 66 |
| Grand Traverse | 7 | 25 | 3 | 42 31 | 20 24 | 1,140 | *463 | 864 | 18 | 4.9 | 7,523 | 7 | 38 | 1,227 00 | 2,552 51 |
| Gratiot | 16 | 72 | 20 | 31 08 | 16 11 | 3,904 | 248 | 3,051 | 100 | 5.0 | 31,688 | 35 | 114 | 3,341 83 | 5,735 57 |
| Hillsdale | 19 | 130 | 42 | 40 15 | 19 32 | 10,809 | 206 | 8,763 | 187 | 6.9 | 193,572 | 91 | 268 | 11,794 21 | 20,061 40 |
| Houghton | 7 | 11 | ..... | 92 92 | 56 64 | 3,762 | 510 | 2,471 | ..... | 8.3 | 53,270 | 12 | 28 | 9,217 50 | 10,740 43 |
| Huron | 18 | 29 | 5 | 39 15 | 29 59 | 2,256 | 358 | 1,378 | 17 | 5.4 | 8,755 | 9 | 38 | 1,194 00 | 4,135 11 |
| Ingham | 17 | 96 | 37 | 41 77 | 20 37 | 8,329 | 524 | 5,880 | 178 | 6.6 | 107,763 | 52 | 223 | 7,949 22 | 17,233 21 |
| Ionia | 16 | 106 | 31 | 39 86 | 21 11 | 9,267 | 224 | 7,184 | 158 | 6.5 | 76,436 | 75 | 211 | 10,483 28 | 16,636 63 |
| Iosco | 7 | 11 | ..... | 59 74 | 16 68 | 696 | 136 | 403 | ..... | 5.0 | 10,350 | 4 | 10 | 1,135 00 | 667 00 |
| Isabella | 7 | 26 | 3 | 32 65 | 16 39 | 1,160 | 65 | 786 | 15 | 5.1 | 3,364 | 17 | 22 | 1,530 50 | 1,073 31 |
| Jackson | 20 | 112 | 22 | 50 11 | 21 88 | 10,354 | 247 | 8,821 | 210 | 6.1 | 222,215 | 80 | 251 | 16,524 38 | 23,788 80 |
| Kalamazoo | 16 | 96 | 38 | 48 57 | 25 63 | 10,394 | 167 | 7,607 | 131 | 7.0 | 169,129 | 68 | 240 | 11,591 61 | 24,557 63 |
| Kent | 25 | 139 | 56 | 53 49 | 26 68 | 15,962 | 753 | 11,971 | 212 | 6.7 | 233,500 | 84 | 332 | 16,544 30 | 39,925 83 |
| Keweenaw | 7 | 11 | ..... | 60 04 | 47 10 | 1,274 | *123 | 1,063 | 6 | 7.4 | 11,000 | 9 | 5 | 3,872 74 | 1,592 00 |
| Lapeer | 19 | 80 | 38 | 40 66 | 19 53 | 7,061 | 384 | 5,710 | 244 | 6.4 | 76,174 | 50 | 177 | 7,250 20 | 13,577 97 |
| Leelenaw | 8 | 24 | 7 | 24 88 | 15 36 | 1,192 | 57 | 749 | 12 | 4.0 | 6,077 | 13 | 28 | 1,097 51 | 1,309 90 |
| Lenawee | 24 | 137 | 63 | 42 25 | 20 96 | 14,721 | 54 | 10,415 | 276 | 7.2 | 324,161 | 112 | 355 | 16,901 74 | 34,061 23 |
| Livingston | 16 | 89 | 41 | 38 94 | 16 51 | 6,494 | *57 | 5,325 | 127 | 6.6 | 104,168 | 70 | 173 | 9,561 98 | 10,816 98 |
| Mackinac | 3 | 4 | ..... | 62 50 | 30 50 | 648 | *14 | 388 | 4 | 7.4 | 1,050 | 3 | 6 | 250 00 | 877 75 |
| Macomb | 14 | 72 | 39 | 53 70 | 22 14 | 9,588 | 192 | 6,640 | 152 | 6.6 | 93,310 | 46 | 120 | | 17 071 68 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Manistee | 7 | 11 | 4 | 71 03 | 29 87 | 1,431 | 432 | 944 | 9 | 4.4 | 22,080 | 6 | 18 | 2,060 00 | 2,853 50 |
| Manitou | 3 | 3 | ..... | 33 33 | 25 45 | 535 | 137 | 187 | 7 | 4.7 | 850 | 1 | 3 | 100 00 | 280 00 |
| Marquette | 5 | 12 | 1 | 110 03 | 60 48 | 2,846 | 841 | 1,519 | 9 | 7.0 | 35,310 | 9 | 22 | 6,442 00 | 9,805 00 |
| Mason | 6 | 11 | 2 | 28 17 | 30 47 | 553 | *75 | 381 | 2 | 4.6 | 5,125 | 4 | 16 | 333 00 | 1,386 50 |
| Mecosta | 13 | 28 | 3 | 44 01 | 23 06 | 1,251 | 97 | 903 | 7 | 5.2 | 7,951 | 9 | 32 | 1,540 53 | 2,846 18 |
| Menominee | 2 | 3 | ..... | 60 37 | 31 62 | 293 | 18 | 220 | ..... | 7.3 | 5,980 | 2 | 5 | 362 22 | 664 00 |
| Midland | 8 | 16 | 3 | 38 87 | 27 56 | 880 | 187 | 4 6 | 19 | 5.0 | 9,013 | 6 | 30 | 621 96 | 2,020 40 |
| Monroe | 16 | 93 | 28 | 36 16 | 18 64 | 9,915 | 536 | 6,098 | 172 | 6.4 | 90,139 | 54 | 158 | 7,301 79 | 11,393 46 |
| Montcalm | 17 | 72 | 16 | 41 59 | 18 04 | 4,184 | 349 | 3,315 | 65 | 5.8 | 58,972 | 24 | 124 | 3,930 87 | 8,458 92 |
| Muskegon | 13 | 37 | 11 | 65 55 | 30 55 | 3,860 | 135 | 2,948 | 46 | 5.3 | 53,813 | 12 | 87 | 3,638 20 | 10,056 24 |
| Newaygo | 14 | 43 | 9 | 54 51 | 20 65 | 2,136 | 207 | 1,556 | 32 | 5.1 | 21,049 | 12 | 63 | 2,235 15 | 4,764 87 |
| Oakland | 25 | 151 | 68 | 44 24 | 20 75 | 13,181 | *20 | 10,437 | 436 | 6.9 | 214,013 | 116 | 316 | 21,244 06 | 27,729 34 |
| Oceana | 13 | 32 | 10 | 31 61 | 19 04 | 1,930 | *76 | 1,415 | 23 | 4.5 | 23,835 | 17 | 55 | 1,602 86 | 3,374 83 |
| Ontonagon | 4 | 5 | 1 | 72 10 | 40 97 | 1,223 | *97 | 990 | 1 | 9.2 | 9,100 | 6 | 15 | 3,208 50 | 3,421 43 |
| Osceola | 5 | 8 | 4 | 16 00 | 23 52 | 421 | 421 | 179 | ..... | 2.8 | 2,000 | 2 | 2 | 96 00 | 541 00 |
| Ottawa | 17 | 85 | 18 | 45 16 | 24 30 | 8,763 | 481 | 6,555 | 91 | 7.1 | 71,419 | 65 | 148 | 12,270 90 | 14,561 38 |
| Saginaw | 24 | 80 | 12 | 78 45 | 33 27 | 11,109 | 1,121 | 7,387 | 73 | 6.3 | 271,166 | 35 | 163 | 13,451 24 | 28,161 42 |
| Sanilac | 20 | 73 | 6 | 36 93 | 21 58 | 4,831 | 76 | 3,539 | 80 | 5.1 | 28,740 | 35 | 194 | 4,028 36 | 8,221 36 |
| Shiawassee | 18 | 88 | 24 | 45 48 | 18 56 | 6,751 | 273 | 5,584 | 148 | 6.0 | 133,854 | 48 | 170 | 8,669 16 | 12,261 31 |
| St. Clair | 26 | 117 | 24 | 52 09 | 21 65 | 13,412 | 289 | 8,823 | 159 | 6.7 | 108,070 | 51 | 215 | 11,668 56 | 21,332 55 |
| St. Joseph | 16 | 84 | 38 | 48 43 | 21 88 | 8,683 | 112 | 7,075 | 217 | 7.1 | 188,360 | 78 | 196 | 14,341 00 | 18,286 01 |
| Tuscola | 22 | 69 | 19 | 35 40 | 21 84 | 4,555 | 621 | 3,540 | 110 | 6.1 | 32,499 | 29 | 127 | 4,914 20 | 9,291 68 |
| Van Buren | 18 | 107 | 34 | 46 46 | 21 68 | 9,659 | 567 | 7,256 | 189 | 6.6 | 119,145 | 64 | 229 | 11,026 62 | 18,955 82 |
| Washtenaw | 22 | 114 | 50 | 55 74 | 22 26 | 12,624 | 1,034 | 9,693 | 256 | 7.1 | 343,225 | 96 | 278 | 22,180 78 | 31,822 42 |
| Wayne | 20 | 111 | 29 | 62 55 | 31 73 | 39,927 | 4,742 | 18,651 | 167 | 7.5 | 414,111 | 79 | 334 | 23,662 34 | 64,449 97 |
| Waxford | 2 | 3 | 1 | 30 00 | 17 00 | 101 | 101 | 87 | ..... | 5.5 | 400 | 1 | 5 | 60 00 | 170 00 |
| Supplementary | ..... | ..... | ..... | ..... | ..... | 49 | ..... | 205 | 9 | ..... | 925 | 4 | 6 | 412 18 | 312 00 |
| Total | 828 | 3,891 | 1,161 | 47 71 | 24 55 | 374,774 | 20,021 | 269,587 | 5,869 | 6.3 | 5,331,774 | 2,354 | 7,895 | 430,389 36 | 747,458 50 |

*Decrease.

*Table of statistical details of the schools of Michigan for the year* 1869—Continued.

| Counties. | RECRIPTS. | | | | | | | | | | EXPENDITURES. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Moneys on hand September 7, 1868. | Two mill tax. | Primary school fund. | Rate bills. | Tuition of non-resident scholars. | District taxes to pay teachers' wages. | Other district taxes. | Tax on dogs. | Raised from all other sources. | Total resources for the year. | Paid male teachers. | Paid female teachers. | Paid for building and repairs, and on debts for same. | Paid for all other purposes. |
| Allegan | $6,266 06 | $7,898 38 | $4,354 54 | $2,048 63 | $631 21 | $19,132 00 | $22,660 46 | $1,277 67 | $4,138 58 | $68,399 20 | $11,667 73 | $20,965 35 | $19,773 54 | $8,878 60 |
| Alcona | 79 26 | 282 30 | 54 85 | ..... | ..... | ..... | 130 45 | ..... | ..... | 1,146 70 | 560 24 | 275 00 | 140 21 | 115 00 |
| Alpena | ..... | 1,0 3 00 | 171 08 | ..... | ..... | 375 92 | 1,673 25 | ..... | ..... | 3,223 25 | 450 00 | 1,100 00 | ..... | 1,673 25 |
| Antrim | 327 80 | 639 18 | 149 10 | 109 53 | 3 50 | 181 00 | 435 50 | 25 84 | 351 13 | 2,222 92 | 326 10 | 511 40 | 1,056 95 | 36 00 |
| Barry | 2,506 85 | 4,728 22 | 3,151 37 | 2,432 31 | 183 50 | 9,339 52 | 10,468 91 | 984 15 | 1,961 22 | 36,259 34 | 7,961 80 | 11,970 17 | 9,313 66 | 4,324 91 |
| Bay | 36,791 62 | 1,937 33 | 1,510 26 | 62 00 | 116 33 | 15,616 41 | 21,297 00 | ..... | 11,535 73 | 88,923 35 | 4,930 00 | 12,015 75 | 45,864 35 | 17,606 06 |
| Benzie | 82 45 | 321 63 | 107 05 | 229 14 | 21 55 | 93 40 | 359 30 | 19 07 | 146 55 | 1,396 92 | 314 00 | 597 50 | 288 44 | 52 30 |
| Berrien | 4,303 32 | 10,991 88 | 5,585 06 | 1,463 71 | 646 92 | 23,680 88 | 24,245 98 | 1,761 26 | 2,579 14 | 75,144 57 | 14,502 70 | 24,740 85 | 12,470 92 | 15,407 35 |
| Branch | 2,140 86 | 7,838 50 | 4,373 60 | 2,788 48 | 811 97 | 23,335 15 | 12,136 24 | 1,229 93 | 3,032 30 | 57,489 25 | 9,431 84 | 16,300 38 | 21,639 95 | 8,702 72 |
| Calhoun | 25,670 90 | 12,760 12 | 5,395 50 | 4,790 17 | 694 45 | 19,000 87 | 26,782 36 | 1,410 98 | 18,114 74 | 114,375 12 | 12,966 12 | 27,152 21 | 43,795 25 | 15,950 13 |
| Cass | 4,314 81 | 6,850 78 | 3,463 33 | 3,119 52 | 456 27 | 10,512 16 | 14,662 04 | 1,281 34 | 6,606 24 | 52,088 05 | 13,504 90 | 13,943 22 | 9,103 28 | 10,601 47 |
| Charlevoix | 19 65 | 48 67 | 11 20 | 51 63 | 11 84 | 203 10 | 207 28 | ..... | 465 50 | 1,018 90 | 155 47 | 156 40 | 610 66 | 68 48 |
| Cheboygan | 2 80 | 417 57 | 170 14 | 49 45 | 6 00 | 698 00 | 186 31 | ..... | 24 00 | 1,550 26 | 637 65 | 390 00 | 30 43 | 288 40 |
| Chippewa | ..... | 44 00 | 49 35 | ..... | ..... | ..... | ..... | ..... | 330 00 | 423 35 | 330 00 | 93 35 | ..... | ..... |
| Clinton | 4,036 02 | 5,490 67 | 3,435 38 | 1,981 62 | 199 18 | 7,132 88 | 10,228 71 | 673 68 | 8,771 16 | 41,621 55 | 7,077 55 | 13,668 27 | 10,602 23 | 5,504 40 |
| Delta | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 940 00 | 940 00 | 300 00 | 640 00 | ..... | ..... |
| Eaton | 2,357 08 | 6,345 48 | 3,626 74 | 2,638 67 | 372 25 | 7,764 72 | 12,037 73 | 1,042 41 | 1,823 07 | 38,904 57 | 7,532 70 | 13,689 13 | 6,963 65 | 7,580 81 |
| Genesee | 4,804 50 | 8,947 54 | 4,564 41 | 2,770 35 | 1,142 11 | 17,808 82 | 17,148 96 | 42 71 | 4,517 15 | 60,994 98 | 13,482 92 | 21,261 65 | 12,737 41 | 9,196 74 |
| Grand Trav'rse | 368 15 | 560 56 | 344 11 | 392 48 | 49 04 | 835 43 | 742 87 | 119 80 | 1,522 60 | 5,047 46 | 1,227 00 | 2,479 50 | 754 90 | 386 41 |
| Gratiot | 2,938 74 | 1,822 23 | 1,571 11 | 507 84 | 68 40 | 4,147 12 | 6,482 01 | 237 86 | 2,306 75 | 20,126 96 | 3,366 70 | 5,564 80 | 7,507 16 | 2,283 10 |
| Hillsdale | 4,549 10 | 12,760 00 | 5,441 84 | 4,285 53 | 604 63 | 8,920 84 | 15,801 43 | 808 75 | 23,252 48 | 76,615 90 | 11,767 52 | 19,688 57 | 40,563 61 | 6,658 10 |
| Houghton | 4,503 13 | 2,759 26 | 1,616 12 | 38 85 | 78 66 | 15,985 92 | 15,722 56 | ..... | 6,420 51 | 47,428 80 | 9,217 50 | 10,740 43 | 5,149 66 | 15,832 15 |
| Huron | 1,403 75 | 1,738 61 | 821 83 | 605 42 | 24 25 | 1,640 16 | 3,331 64 | 97 33 | 634 30 | 10,341 22 | 1,166 00 | 4,025 20 | 1,8 4 46 | 762 70 |
| Ingham | 5,238 86 | 7,124 60 | 3,696 22 | 2,355 76 | 542 03 | 12,252 57 | 27,152 78 | 365 10 | 10,715 07 | 68,910 13 | 8,073 20 | 16,567 94 | 15,978 08 | 25,163 61 |
| Ionia | 2,675 34 | 8,397 80 | 4,485 36 | 3,293 10 | 740 40 | 8,249 97 | 15,316 15 | 630 97 | 4,043 90 | 47,463 76 | 11,420 55 | 16,081 74 | 10,905 54 | 6,530 23 |
| Iosco | 711 31 | 824 06 | 34 78 | ..... | 4 00 | 248 36 | 853 00 | ..... | 10,861 94 | 13,537 67 | 1,184 00 | 589 38 | 7,995 43 | 1,997 91 |
| Isabella | 231 83 | 1,073 20 | 506 70 | 156 07 | 78 48 | 830 00 | 1,534 72 | ..... | 79 94 | 4,487 91 | 1,484 64 | 962 43 | 1,073 80 | 500 21 |
| Jackson | 13,318 92 | 9,046 01 | 4,893 45 | 5,633 55 | 1,656 71 | 8,665 24 | 53,066 61 | 710 49 | 17,904 76 | 114,930 57 | 16,436 90 | 23,403 27 | 46,124 45 | 19,429 89 |
| Kalamazoo | 10,772 20 | 11,760 98 | 4,773 61 | 3,095 30 | 1,194 95 | 15,017 06 | 26,426 12 | 1,077 61 | 8,432 28 | 82,417 31 | 11,696 20 | 23,654 21 | 21,737 14 | 12,660 47 |
| Kent | 6,456 12 | 14,865 68 | 7,085 18 | 3,572 95 | 1,618 36 | 35,074 76 | 40,396 57 | 1,102 19 | 9,935 10 | 119,701 70 | 16,589 89 | 38,970 44 | 34,888 56 | 24,380 25 |
| Keweenaw | 3,529 38 | 2,242 80 | 260 63 | ..... | ..... | 3,994 13 | 175 95 | ..... | 66 27 | 10,269 20 | 4,129 74 | 1,592 50 | 457 94 | 1,009 85 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mackinac | 591 46 | 306 72 | 271 50 | | 5 00 | 1,086 57 | | | 422 51 | 2,061 97 | 1,250 00 | 877 75 | 133 59 | 165 54 |
| Macomb | 6,192 12 | 10,895 03 | 4,704 16 | 1,309 75 | 708 61 | 10,782 55 | 12,442 98 | 1,254 48 | 1,832 13 | 48,662 13 | 10,572 89 | 16,639 18 | 9,018 93 | 6,622 35 |
| Manistee | 852 82 | 654 00 | 705 33 | 101 58 | | 2,953 47 | 5,574 83 | 81 90 | 2,922 88 | 13,356 80 | 2,031 25 | 2,708 00 | 3,914 18 | 3,384 46 |
| Manitou | 50 10 | 73 41 | 233 06 | 23 00 | 14 00 | | 48 62 | | 85 25 | 527 44 | 100 00 | 245 00 | 64 92 | 55 50 |
| Marquette | 5,333 98 | 2,699 95 | 1,455 52 | | | 14,759 09 | 2,831 84 | | 15,023 88 | 42,095 25 | 6,075 00 | 9,805 00 | 14,023 90 | 4,178 37 |
| Mason | 294 80 | 406 42 | 196 88 | 350 60 | 16 00 | 590 00 | 734 00 | 12 50 | 1,184 70 | 3,785 89 | 338 00 | 1,361 51 | 1,360 50 | 480 56 |
| Mecosta | 572 36 | 887 48 | 654 70 | 117 09 | 6 63 | 3,001 41 | 2,864 48 | 35 68 | 606 26 | 8,749 51 | 1,402 53 | 2,787 90 | 1,109 75 | 1,673 41 |
| Menomonee | 383 24 | 990 16 | 148 30 | | | 231 20 | 224 27 | | | 1,977 16 | 432 80 | 624 00 | 113 53 | 130 62 |
| Midland | 1,264 24 | 1,491 91 | 300 00 | 98 40 | | 495 00 | 2,641 21 | | 1,335 50 | 7,627 21 | 686 96 | 1,648 96 | 2,511 52 | 917 26 |
| Monroe | 3,065 06 | 8,481 11 | 4,531 22 | 1,752 32 | 232 08 | 3,548 34 | 5,910 81 | 859 67 | 4,853 66 | 34,409 34 | 7,421 79 | 11,486 90 | 8,738 50 | 3,323 30 |
| Montcalm | 1,324 25 | 2,614 40 | 1,332 19 | 1,128 53 | 303 08 | 5,492 50 | 6,647 56 | 34 93 | 1,400 77 | 20,788 71 | 3,832 20 | 8,398 87 | 4,612 23 | 2,412 15 |
| Muskegon | 7,223 27 | 4,224 00 | 1,556 44 | 410 98 | 86 08 | 6,556 00 | 6,206 74 | 216 79 | 4,708 64 | 31,711 11 | 3,595 66 | 9,776 03 | 5,940 46 | 6,135 85 |
| Newaygo | 1,156 38 | 2,065 79 | 765 21 | 478 13 | 68 83 | 3,810 21 | 3,459 71 | 216 46 | 1,233 73 | 13,692 62 | 2,317 10 | 4,767 42 | 2,608 97 | 1,920 85 |
| Oakland | 6,780 53 | 17,159 79 | 6,361 39 | 9,701 50 | 1,653 67 | 20,016 07 | 18,050 28 | 142 35 | 15,925 91 | 88,358 97 | 19,788 74 | 25,119 14 | 28,541 38 | 15,175 90 |
| Oceana | 436 34 | 964 88 | 762 27 | 440 78 | 61 15 | 2,763 18 | 7,493 73 | 187 39 | 1,947 67 | 15,025 83 | 1,555 57 | 3,182 83 | 4,525 26 | 4,847 69 |
| Ontonagon | 1,822 94 | 4,408 82 | 404 46 | | | 3,664 00 | 745 15 | | 458 81 | 11,505 73 | 3,208 88 | 3,421 43 | 705 12 | 1,794 46 |
| Osceola | | 58 50 | 15 98 | | | 120 00 | 100 00 | | 490 50 | 784 78 | 96 00 | 452 98 | 64 00 | 10 00 |
| Ottawa | 4,423 04 | 3,903 94 | 3,708 36 | 1,886 85 | 214 49 | 18,238 69 | 15,539 05 | 1,004 49 | 3,313 86 | 52,519 46 | 12,456 90 | 14,343 63 | 12,964 11 | 6,401 17 |
| Saginaw | 13,004 03 | 4,868 58 | 4,508 62 | 522 75 | 88 96 | 9,581 97 | 10,626 76 | 70 30 | 56,862 34 | 110,523 00 | 13,572 90 | 27,794 93 | 30,549 52 | 25,907 54 |
| Sanilac | 3,015 28 | 2,927 21 | 2,058 07 | 378 27 | 23 40 | 6,682 50 | 6,524 00 | 623 75 | 1,674 76 | 24,156 17 | 4,005 12 | 8,795 50 | 5,197 07 | 2,416 08 |
| Shiawassee | 6,263 44 | 4,422 04 | 3,246 39 | 1,893 51 | 549 42 | 10,920 26 | 15,525 92 | | 1,966 37 | 46,950 28 | 8,656 16 | 11,771 29 | 13,263 81 | 9,180 38 |
| St. Clair | 5,716 51 | 7,057 82 | 5,971 19 | 1,242 11 | 332 20 | 22,302 24 | 14,760 05 | 884 95 | 26,847 49 | 85,166 94 | 11,688 97 | 20,982 66 | 14,591 63 | 5,714 55 |
| St. Joseph | 4,167 25 | 14,709 54 | 4,162 37 | 1,981 67 | 571 87 | 12,299 94 | 17,758 23 | 916 49 | 3,406 98 | 64,206 51 | 14,293 13 | 17,910 89 | 15,003 68 | 7,699 57 |
| Tuscola | 3,043 83 | 2,529 92 | 1,764 66 | 973 47 | 230 87 | 9,092 47 | 3,878 47 | 96 20 | 701 03 | 22,376 95 | 4,842 10 | 8,376 45 | 3,228 41 | 2,815 05 |
| Van Buren | 5,168 36 | 7,248 91 | 4,172 28 | 2,381 35 | 654 25 | 14,959 95 | 18,961 74 | 1,210 85 | 8,417 17 | 63,283 79 | 11,065 54 | 18,519 59 | 18,878 08 | 8,444 01 |
| Washtenaw | 7,997 72 | 20,711 34 | 5,884 34 | 3,344 30 | 3,063 29 | 23,894 96 | 35,723 20 | 709 97 | 19,840 68 | 121,020 16 | 22,253 74 | 31,348 24 | 44,398 17 | 15,761 44 |
| Wayne | 72,553 25 | 12,131 94 | 16,592 81 | 4,058 99 | 895 04 | 67,844 66 | 63,426 18 | | 79,475 98 | 317,286 12 | 23,580 67 | 64,162 63 | 62,251 64 | 45,565 33 |
| Wexford | 48 28 | 79 97 | 22 93 | 145 25 | 7 55 | 37 50 | | | 25 50 | 341 15 | 60 00 | 170 00 | 2 50 | 42 00 |
| Supplementary | 22 40 | 604 87 | 96 85 | 145 43 | 7 18 | 653 00 | 638 22 | | 761 81 | 2,904 75 | 412 18 | 264 00 | 1,882 42 | 286 48 |
| Total | 326,446 22 | 323,246 12 | 165,960 51 | 94,752 55 | 24,659 00 | 571,564 11 | 737,054 67 | 25,337 63 | 490,076 13 | 2,771,653 92 | 430,901 81 | 728,559 05 | 776,074 00 | 123,832 43 |

# MINNESOTA.

The report of the State superintendent of instruction, Hon. Mark H. Dunnell, for the year ending 1869, embraces the following:

| | | Increase for year |
|---|---|---|
| The number of organized counties in the State | 53 | 2 |
| Number making school reports | 51 | 1 |
| Number of districts in the State | 2,521 | 168 |
| Number of districts reporting | 2,377 | 202 |
| Number of districts not reporting | 144 | |
| Number of children in State between five and twenty-one | 144,414 | 15,311 |
| Number attending school | 102,086 | 20,390 |
| Number not attending any school | 42,328 | |
| Decrease in number not attending any school | 4,888 | |
| Whole number of male teachers | 1,155 | 192 |
| Whole number of female teachers | 2,620 | 307 |
| Average wages of male teachers per month | $33 91 | |
| Decrease | $2 32 | |
| Average wages of female teachers per month | $22 45 | $0 30 |
| Whole amount paid teachers during the year | $360,697 50 | $37,912 34 |
| Number of school-houses in the State | 1,929 | 163 |
| Value of all school-houses in the State | $1,339,690 88 | $248,141 46 |
| Cost of school-houses built in 1869 | $242,039 03 | |
| Amount received from school funds | $263,468 45 | $34,975 88 |
| Amount apportioned from permanent school fund | $147,468 45 | $31,774 07 |
| Whole amount expended for school purposes | $823,571 82 | $18,202 79 |

The permanent school fund derived from the sale of the school lands of the State embracing sections 16 and 36, amounts to $2,377,712 15. The total amount invested is $762,800. The disbursement of the interest of the fund, based upon the number of scholars between five and twenty-one years of age, was, for 1869, $148,533 26.

Taking into account the number of districts which did not report, it is estimated that the aggregate number of persons in the State between five and twenty-one years of age cannot be less than 155,000. The non-attendance has decreased eight per cent. during the year, a result which proves the wisdom of county supervision. Earnest men have been at work, instructing the teachers, and commending to pupils and parents the importance of public education.

The per cent. of gain in the number of months schools have been taught throughout the State has been 15, while the per cent. of gain in the number of scholars has been but 10. The teachers' institutes, the normal schools, the Journal of Education, general and local supervision, are the agencies by which this progress has been accomplished. The institutes have been like movable batteries, aimed at the indifference of communities. Teachers, school officers, and parents have been awakened by them.

A law of the State makes it the duty of the superintendent to organize and hold a teachers' institute in as many counties as the appropriation made therefor will allow him to do. With the $2,000 appropriated for this purpose, he has held the present year twenty-one institutes, of one week each, at which there was an aggregate attendance of 943 teachers—ladies, 706; gentlemen, 237. This shows a decrease of 103 from last year in the attendance of teachers; a decrease accounted for partly by the bad weather during institute season, rendering the roads nearly impassable, and partly by the fact that in some cases the trustees of district schools decline to close the schools and allow the teachers to attend. This last-named fact is evidence of the need of some law securing attendance.

In some counties the county superintendent has organized and held one or more teachers' institutes, continuing in session two, three, four, and five days.

The State convention of county superintendents, which it is made the duty of the State superintendent annually to call, was held the present year in Rochester on the 24th and 25th of August. The exercises were highly interesting, though the attendance was quite too small; only fourteen counties being represented. Subjects having an important and practical bearing upon school matters were ably discussed, and resolutions passed, intended to be submitted to the consideration of the legislature.

The ninth annual session of the State Teachers' Association was attended by 225 teachers, representing each class of the educational institutions. Among others, the following questions were discussed: "Is a large school fund a blessing or a curse?" "How may drawing be introduced into our public schools?" These meetings, in arousing the public interest in all such questions by earnest and well-prepared discussions, essays, and addresses, justly claim recognition as a popular agency in educational progress.

## FIRST STATE NORMAL SCHOOL.

Located at Winona. Established by an act of the legislature of the State, approved August 2, 1858. Organized and opened in buildings temporarily fitted up for the purpose, September 3, 1860. John Ogden, principal. Suspended in March, 1862. Re-established by an act passed February 19, 1864. Reorganized and reopened November 1, 1864. William F. Phelps, A. M., principal. His report begins with an allusion to the difficulties which this pioneer normal school has successfully contended with during the last five years. Occupying two different buildings which were separated by an entire square of ground, and subjected to all the embarrassment consequent upon the transfer of classes and teachers at different hours of the day, and in all states of the weather, from one building to the other, both buildings being contracted, ill ventilated, and generally poorly adapted to the purpose of a school, compelled consequently to resort to chuches and public halls, entirely unsuited to the purpose, amid the extremities of winter's cold and summer's heat for the semi-annual examination of classes; considering all these hinderances and discouragements the progress shown by the following figures of each successive year, since the reorganization of the institution, is very satisfactory:

| | 1864. | 1865. | 1866. | 1867. | 1868. | 1869. |
|---|---|---|---|---|---|---|
| Males | 4 | 9 | 13 | 13 | 22 | 38 |
| Females | 28 | 41 | 67 | 74 | 100 | 147 |
| Total | 32 | 50 | 80 | 87 | 122 | 185 |

The increase of the present year over the last, 63, is more than 50 per cent., and the increase in the number of males, 16, is equal to nearly 80 per cent. This increase in the number of males, the report remarks, is an interesting and important fact. The demand for gentlemen of ability, well trained to take charge of the more important schools of the State, is steady, and likely to increase. Another inducement for young men to resort to these training schools is, that they may be prepared to assume the position of superintendent of county and city schools, and other positions connected with our educational system, which, like the office of teacher, are daily increasing in dignity, and the compensation becoming more adequate.

From a statement of the occupations in life pursued by the parents of students now in the institution it appears that they are almost exclusively farmers, mechanics, and others engaged in the active pursuits of life, in the labors of the hand and brain. There are no capitalists, no gentlemen of wealth and leisure, embraced in this instructive list, but it is made up literally of the "bone and sinew" of the country.

The new building is admirably adapted to the work for which it is designed. Special attention has been bestowed upon the heating and ventilating of it, and in all respects the building is considered to be just what it should be.

The course of teaching comprises departments of English language, mathematics, physical and natural sciences, graphics, political economy, theory and practice of teaching. This course is, as yet, not fully accomplished for want of the necessary teaching force.

The annual State appropriation for current expenses is $5,000. Tuition from model shools during the year 1869, $2,622 12. The current expenses for the year were $9,384 13. For building, $35,922 89.

## SECOND STATE NORMAL SCHOOL.

Located at Mankato by the legislature of 1866. Organized and opened for students, October 7, 1868, in temporaray quarters. George M. Gage, principal. Appropriation of $30,000 for a permanent building passed the legislature, 1869. Building was commenced in June 1869.

The aggregate attendance during the past year was 136, of whom 98 were ladies and 38 gentlemen. In the model classes the attendance for the year has been 100, and during the past term it was 87. Total attendance in all departments for the year, 236.

In his report to the board, the principal, with other items of interest, states that the increase of attendance for the current term, over the corresponding term of last year, is 118 per cent. About 60 per cent. of those in attendance in the normal department this term has been engaged in teaching; 50 per cent. has taught in Minnesota. Upward of 80 per cent. intends to complete the normal course. About one-third depend upon their own exertions to obtain that with which to defray their expenses while at school. Minnesota has not yet furnished a native-born pupil. The present term more

are in attendance who were born in Indiana than from any other State in the Union. Wisconsin stands next to Indiana; then follow in order, New York, Pennsylvania, Massachusetts, Vermont, Ohio, and Maine. Other States are represented, as well as several foreign nations. The average age of the pupils is about nineteen and one-half years. Of the attendance, 28 per cent. has been males; 72 per cent. females.

The number of volumes received for the library, from publishers, individuals, and other sources is 3,005.

The new building was to be thoroughly prepared for occupancy in time for the commencement of the fall term, September 1870.

### THIRD STATE NORMAL SCHOOL.

Located at St. Cloud by act of legislature, February 1866. Organized and opened for students September 15, 1869, occupying temporary accommodations. Professor Ira Moore, principal. Appropriation for permanent building made by legislature of 1869.

The number in attendance the first term is 52, of whom 10 are males and 42 are females. In the model classes the attendance has been 73; making a total in all the departments of 125.

"The disparity in the number of the sexes in the normal school," the principal remarks, "corresponds somewhat nearly to the wants of our public schools. The schools of the State are coming, year by year, more into the hands of lady teachers, as it is, perhaps, most fit they should do, the superior aptitude of women for teaching being universally acknowledged."

In conclusion, the board of normal schools reports that, "in the three schools, all of which are in their infancy, the total number of counties in the State represented is 37, and the total number of pupils under instruction has been 817; of which number, 373 were in the normal departments.

### UNIVERSITY OF MINNESOTA.

Located at St. Anthony. William W. Folwell, president. The preparatory department was opened in 1867, with an aggregate attendance for the year of 72 pupils. The aggregate attendance during the school year ending June 25, 1869, was 125. During these two years a class was fitted for the first year of a college course. Number of professors and instructors, 9. The institution embraces classical, scientific, and agricultural departments. The agricultural college lands granted to the State by the General Government were, by an act of the legislature of 1868, given to the university. A preparatory or elementary department is to be maintained as long as there is room for it. Instruction given wholly by members of the faculty.

Many useful volumes have been presented to the library, and the faculty have prepared a list of books to be purchased with the funds—$2,500—already appropriated for that purpose.

Tuition is free to all, and, as yet, no charges are made for incidentals. The institution is open to ladies upon the same terms, and with equal privileges as gentlemen enjoy.

### STATE INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

Located at Faribault. Professor J. L. Noyes, principal. He has not been content to follow in the beaten track, or simply teach after the long-established methods of instructing this class of persons, but has labored, and successfully, in new paths. His views upon the subject of articulation, presented to the legislature in a former report, have attracted the attention of educators of this class of pupils in Europe as well as in America. Statistical information for the school during the year not given.

### STATE REFORM SCHOOL.

Located at St. Paul, and is under the management of Rev. Mr. Riheldaffer. It has in it about 50 boys, at an average age of about fourteen years. They have been sent from different parts of the State, and have been adjudged guilty of some violation of the law, or found in need of discipline they would not receive at home.

### OTHER EDUCATIONAL INSTITUTIONS.

Efforts were made by the superintendent to obtain full statistical reports from all educational institutions in the State, but they were not successful. The name, location, and aggregate attendance of some of the more permanently established schools are given, as follows:

| | |
|---|---|
| Northfield College, Northfield, aggregate attendance | 80 |
| Groveland Seminary, Wasioja, aggregate attendance | 107 |
| St. Paul Female Seminary, St. Paul, aggregate attendance | 60 |

| | |
|---|---|
| St. Croix Academy, Afton, aggregate attendance | 157 |
| St. Mary's Hall, Faribault, aggregate attendance | 50 |
| Shattuck Grammar School, Faribault, aggregate attendance | 60 |
| Total | 514 |

The following are select mixed schools:

| | |
|---|---|
| Caledonia College Institute, Caledonia, aggregate attendance | 34 |
| Caledonia High School, Caledonia, aggregate attendance | 44 |
| Select school, Albert Lea, aggregate attendance | 43 |
| Select school, Shell Rock, aggregate attendance | 28 |
| Total | 149 |

The following are primary denominational schools:

| | |
|---|---|
| Catholic school, Mankato, aggregate attendance | 150 |
| Lutheran school, Meridan, aggregate attendance | 35 |
| Lutheran school, Courtland, aggregate attendance | 92 |
| Lutheran school, St. Peter, aggregate attendance | 102 |
| Parish school, Episcopal, Red Wing, aggregate attendance | 58 |
| Parish school, Episcopal, Le Sueur, aggregate attendance | 50 |
| Total | 487 |

## ST. PAUL.

The superintendent of schools of this city, Hon. John Mattocks, who is also secretary of the board of education, reports to that body for the year ending April 1, 1870, the following, among other items of interest:

| | |
|---|---|
| The number of persons in the city between the ages of five and twenty-one | 5,078 |
| Number enrolled in public schools | 2,689 |
| Average attendance per month | 1,544 |
| Number of months school was taught | 10 |
| Number of teachers—females, 27; males, 7 | 34 |
| Aggregate cost of schools for the year | $43,935 36 |

The superintendent has reason to believe that, through the public schools and the private schools, all the children of the city are in attendance upon a course of education. With the concurrence of the chief of police and his assistants, truancy is scarcely known in the city. In no part of it—neither in the town, nor the streets, nor the suburbs, nor at the depots—will children be found during school hours. He has invoked the assistance of the police on the assumption that a vagrant child is as much under their supervision as a vagrant man. The average cost of instruction upon the number enrolled has been $10 55. Upon the average attendance it has been $16 70.

The schools are graded, from the alphabetical to the high, in six different grades, as follows: Alphabetical, lower primary, upper primary, intermediate, grammar, and high. The course of instruction in the alphabetical schools is, the alphabet; reading from the blackboard and the primer, with exercises in spelling, both by letter and sounds; counting from 1 to 100, forward and backward; drawing; use of the slate; writing Arabic and Roman numerals to LX; primer completed and reviewed. There are four of these alphabetical schools, five lower primary, six upper primary, four intermediate, four grammar schools, and there is one high school.

The government of the schools is lodged with the secretary (who is *ex officio* superintendent) and the committee on schools.

*Table of statistical details of*

Hon. MARK H. DUNNELL, *superintend*

COUNTY SUPER

| County. | Name. | Post office. | Population in 1865. | Number of scholars in 1868. | Number of scholars in 1869. | Increase for the year. |
|---|---|---|---|---|---|---|
| Anoka | Rev. Moses Goodrich | Anoka | 2,260 | 1,148 | 1,515 | 367 |
| Benton | Rev. Sherman Hall | Sauk Rapids | 505 | 449 | 536 | 87 |
| Blue Earth | Henry S. Goff | Mankato | 9,201 | 5,210 | 5,761 | 551 |
| Brown | John Velikanje | Cottonwood | 2,211 | 1,488 | 1,837 | 349 |
| Carver | H. J. Peck | Watertown | 8,704 | 4,090 | 4,462 | 372 |
| Chisago | Robert Currier | Chisago City | 12,476 | 5,666 | 6,998 | 1,332 |
| Chippewa | Joseph D. Baker | Chippewa City | 2,175 | 1,119 | 1,357 | 238 |
| Dakota | Rev. J. W. Ray | Hastings | 6,222 | 3,041 | 3,218 | 177 |
| Dodge | S. P. Jones | Kasson | ..... | 377 | 841 | 464 |
| Douglas | John S. Mower | Alexandria | 4,735 | 2,854 | 3,415 | 561 |
| Faribault | R. W. Richards | Minnesota Lake | 17,524 | 8,312 | 9,173 | 861 |
| Fillmore | Rev. D. L. Kiehle | Preston | 5,680 | 3,125 | 3,564 | 439 |
| Freeborn | Henry Thurston | Shell Rock City | 14,830 | 6,725 | 7,679 | 954 |
| Goodhue | Prof. H. B. Wilson | Red Wing | 17,076 | 9,417 | 10,217 | 800 |
| Hennepin | Rev. Charles B. Sheldon | Excelsior | 9,788 | 4,642 | 5,073 | 53 |
| Houston | W. H. Harries | Caledonia | 453 | 476 | 697 | 22 |
| Isanti | Rev. Richard Walker | Spencer Brook | 234 | 344 | 456 | 11 |
| Jackson | Dr. C. P. Merrill | Jackson | 31 | 18 | 19 | |
| Kanabec | Samuel Millett | Brunswick | ..... | 231 | 295 | 6 |
| Kandiyohi | Burroughs Abbott | Harrison | 154 | 107 | 117 | |
| Lake | ..... | ..... | 7,834 | 4,024 | 4,300 | 2 |
| Le Sueur | M. R. Everitt | Cleveland | 117 | 54 | 41 | |
| Manomin | ..... | ..... | 1,430 | 1,012 | 1,284 | 2 |
| Martin | Dr. O. P. Chubb | Fairmont | 2,457 | 1,540 | 1,578 | |
| McLeod | Liberty Hall | Glencoe | 1,229 | 1,426 | 1,468 | |
| Meeker | John Blackwell | Litchfield | 331 | 264 | 341 | |
| Mille Lac | Joseph Whitcombe | Princeton | ..... | 552 | 718 | |
| Monongalia | J. H. Gates | Harrison | 796 | 418 | 586 | |
| Morrison | Robert A. Beggs | Little Falls | 5,150 | 2,965 | 3,270 | |
| Mower | F. A. Pike | Austin | 5,019 | 2,674 | 2,904 | |
| Nicollet | Rev. A. H. Kerr | St. Peter | 15,176 | 6,813 | 7,164 | |
| Olmsted | Sanford Niles | Rochester | ..... | ..... | 210 | |
| Otter Tail | William M. Corliss | Clitherall | 64 | 42 | 47 | |
| Pine | ..... | ..... | ..... | 420 | 638 | |
| Pope | A. W. Lathrop | Glenwood | 15,107 | 5,851 | 6,285 | |
| Ramsey | Rev. A. B. Paterson, D. D. | St. Paul | 95 | 154 | 169 | |
| Redwood | E. A. Chandler | Redwood Falls | ..... | 340 | 610 | |
| Renville | William Emerick | Cairo | 10,975 | 5,448 | 6,241 | |
| Rice | A. O. Whipple | Faribault | 294 | 103 | 238 | |
| St. Louis | Albert N. Seep | Duluth | 8,621 | 4,119 | 4,214 | |
| Scott | L. R. Hawkins | Maple Glen | 819 | 617 | 690 | |
| Sherburne | John O. Haven | Elk River | 4,786 | 2,592 | 2,846 | |
| Sibley | Edmund Neff | Henderson | 7,367 | 4,281 | 4,975 | |
| Stearns | Henry Krebs | St. Augusta | 4,932 | 2,749 | 2,856 | |
| Steele | Hon. F. J. Stevens | Meriden | 117 | 296 | 454 | |
| Wabasha | T. A. Thompson | Plainview | 11,363 | 5,067 | 5,282 | |
| Waseca | Rev. S. T. Catlin | Wilton | 4,174 | 2,493 | 2,738 | |
| Washington | Rev. A. D. Roe | Afton | 6,780 | 3,407 | 3,701 | |
| Watonwan | George W. Yates | Madelia | 249 | 446 | 546 | |
| Winona | Luther A. West | Winona | 15,277 | 7,025 | 7,356 | |
| Wright | B. F. Miller | Monticello | 5,028 | 2,996 | 3,444 | |
| Total | ..... | ..... | 249,856 | 129,103 | 144,414 | 15,311 |

*schools in Minnesota for the year* 1869.

*ent public instruction, St. Paul.*

INTENDENTS.

| Whole number of different schools in the year. | Whole number of different persons in school during the y'r. | | Per cent. of aggregate attendance to whole number of pupils in the county. | Expenditures. | | | Amount on hand in district treasuries. | Value of all the school-houses in the county. |
|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | | For building, purchasing, repairing or furnishing school-houses and purchasing lots. | Amount paid as teachers' wages. | Amount paid for other purposes. | | |
| 29 | 514 | 494 | .66 | $601 07 | $3,473 45 | $1,700 67 | $489 82 | $11,898 00 |
| 16 | 137 | 136 | .53 | 329 84 | 1,055 68 | 80 62 | 516 70 | 1,573 50 |
| 154 | 2,332 | 2,127 | .77 | 9,483 07 | 14,438 15 | 1,707 79 | 2,550 22 | 26,360 60 |
| 34 | 554 | 441 | .54 | 2,381 67 | 5,830 28 | 456 63 | 1,366 16 | 12,259 00 |
| 62 | 1,626 | 1,438 | .71 | 2,559 09 | 6,622 12 | 1,328 00 | 1,080 12 | 14,705 00 |
| 133 | 2,407 | 2,107 | .66 | 8,917 49 | 14,048 24 | 2,140 28 | 1,935 63 | 47,664 00 |
| 26 | 445 | 357 | .76 | 1,214 61 | 2,014 00 | 529 14 | 835 60 | 5,630 00 |
| 93 | 1,355 | 1,204 | .79 | 4,678 73 | 9,407 62 | 2,725 64 | 960 95 | 35,851 00 |
| 23 | 250 | 212 | .55 | 422 12 | 1,614 75 | 88 05 | 264 82 | 2,160 00 |
| 106 | 1,085 | 988 | .61 | 2,804 47 | 5,349 75 | 691 43 | 1,676 52 | 16,735 00 |
| 238 | 3,956 | 3,202 | .78 | 23,507 34 | 26,698 61 | 4,945 61 | 2,620 34 | 75,697 73 |
| 113 | 1,427 | 1,276 | .76 | 3,406 25 | 7,067 80 | 1,794 82 | 1,589 88 | 22,992 00 |
| 187 | 3,232 | 2,534 | .74 | 24,320 43 | 22,808 20 | 7,365 24 | 7,385 59 | 100,810 00 |
| 140 | 3,595 | 3,225 | .77 | 28,709 31 | 33,393 00 | 11,484 16 | 3,497 51 | 178,238 70 |
| 109 | 1,583 | 1,407 | .60 | 6,336 62 | 8,410 29 | 262 90 | 1,184 96 | 29,025 00 |
| 11 | 98 | 96 | .28 | 446 06 | 49 48 | 35 80 | 56 01 | 1,302 00 |
| 11 | 111 | 110 | .48 | 298 05 | 368 25 | 176 71 | 99 14 | 1,000 00 |
| 2 | 11 | 8 | 1.00 | 260 00 | 88 00 | 94 00 | 695 63 | 260 00 |
| 4 | 51 | 54 | .36 | 104 27 | 234 00 | 6 00 | 420 79 | 200 00 |
| 1 | 7 | 6 | .11 | ..... | 120 00 | 95 05 | ..... | ..... |
| 96 | 1,374 | 1,307 | .62 | 3,511 24 | 8,520 59 | 607 70 | 1,484 90 | 21,124 50 |
| 1 | 11 | 6 | .44 | 14 04 | 98 50 | ..... | ..... | ..... |
| 46 | 375 | 357 | .57 | 851 53 | 1,190 13 | 35 80 | 223 55 | 3,129 00 |
| 41 | 553 | 511 | .67 | 1,161 13 | 2,808 35 | 528 22 | 1,011 86 | 7,890 00 |
| 38 | 386 | 283 | .45 | 829 88 | 1,588 78 | 404 60 | 921 65 | 2,256 50 |
| 3 | 64 | 61 | .34 | 886 25 | 1,040 00 | ..... | 197 87 | 6,150 00 |
| 19 | 207 | 197 | .56 | 628 22 | 913 41 | 123 82 | 107 50 | 1,747 00 |
| 12 | 152 | 152 | .51 | 235 14 | 836 72 | 11 70 | 620 81 | 1,360 00 |
| 126 | 1,388 | 1,302 | .82 | 11,643 21 | 9,290 55 | 5,757 31 | 1,194 26 | 36,420 00 |
| 53 | 1,039 | 920 | .67 | 3,086 23 | 5,533 00 | 550 84 | 1,613 14 | 9,837 00 |
| 222 | 3,230 | 2,766 | .83 | 11,655 90 | 23,435 39 | 2,422 06 | 3,317 39 | 119,805 00 |
| 1 | 11 | 9 | .09 | ..... | ..... | ..... | ..... | ..... |
| 2 | 14 | 18 | .68 | 73 76 | 605 00 | ..... | 830 13 | 800 00 |
| 21 | 195 | 201 | .62 | 876 12 | 909 25 | 62 93 | 252 98 | 2,327 68 |
| 96 | 1,667 | 1,300 | .48 | 3,103 63 | 18,888 70 | 6,242 65 | 8,642 45 | 79,875 00 |
| ..... | ..... | ..... | ..... | 500 00 | ..... | ..... | ..... | 500 00 |
| 10 | 134 | 119 | .41 | 61 00 | 452 50 | 160 06 | 11 48 | 400 00 |
| 147 | 2,499 | 2,300 | .77 | 8,973 67 | 17,515 62 | 6,418 88 | 6,139 69 | 76,109 00 |
| 5 | 62 | 51 | .51 | 402 27 | 834 46 | 60 96 | 133 94 | 1,750 00 |
| 69 | 1,970 | 1,746 | .88 | 1,655 63 | 1,080 60 | 258 52 | 1,031 65 | 20,231 00 |
| 21 | 256 | 231 | .86 | 2,270 11 | 1,227 45 | 215 78 | 221 13 | 5,791 11 |
| 46 | 862 | 773 | .55 | 1,000 10 | 4,361 07 | 303 18 | 582 97 | 12,825 00 |
| 81 | 1,564 | 1,607 | .66 | 4,823 30 | 4,006 19 | 6,013 81 | 1,891 34 | 33,305 00 |
| 85 | 1,159 | 1,083 | .81 | 4,732 39 | 8,311 63 | 1,112 16 | 1,149 09 | 26,651 00 |
| 8 | 94 | 82 | .39 | 490 62 | 511 32 | 92 96 | 147 91 | 1,030 00 |
| 140 | 2,308 | 2,071 | .82 | 2,773 00 | 15,383 50 | 2,146 00 | 2,293 00 | 77,836 00 |
| 84 | 1,038 | 1,015 | .83 | 2,212 81 | 6,697 33 | 736 58 | 480 34 | 17,677 36 |
| 66 | 1,278 | 1,177 | .91 | 7,535 17 | 10,691 02 | 1,932 10 | 1,496 15 | 58,400 00 |
| 12 | 157 | 129 | .50 | ..... | 460 15 | 1 00 | 195 48 | 800 00 |
| 159 | 2,478 | 2,423 | .77 | 7,415 18 | 11,477 15 | 16,619 19 | 2,666 64 | 103,415 50 |
| 87 | 1,217 | 1,058 | .66 | 398 16 | 5,933 21 | 1,042 41 | 830 94 | 15,905 00 |
| 3,194 | 54,309 | 47,777 | ..... | 205,071 07 | 323,822 69 | 91,569 16 | 69,266 13 | 1,339,697 50 |

# MISSISSIPPI.

The constitution of Mississippi, adopted in 1868, recognizing the necessity of providing for the education of the people as the foundation for a republican government, makes it the duty of the legislature to establish "a uniform system of free public schools, by taxation or otherwise, for all children between the ages of five and twenty-one years," and as soon as practicable to "establish schools of higher grade."

The constitution also requires the election of a superintendent of public education at the same time and in the same manner as the governor, having the qualification of secretary of state, and holding his office for four years; also, that "there shall be a board of education, consisting of the secretary of state, the attorney general, and the superintendent of public education;" also, that there shall be a school superintendent for each county; that in each school district one or more schools shall be maintained for four months at least in each year; the penalty for neglect being a forfeiture of all funds or income.

A common school fund is also to be provided for from the proceeds of lands belonging to the State, granted by the United States; and the lands known as "swamp lands," with certain specified exceptions; and also, "of all lands now or hereafter vested in the State by escheat, or purchase, or forfeiture for taxes," as well as the proceeds from licenses, fines, and some other sources named. To aid this fund a poll-tax, not exceeding $2 a head, is to be levied.

An agricultural college is also to be provided for from the lands—210,000 acres—donated by Congress for said purpose July 2, 1865.

No religious sect is ever to control any part of the school or university funds of the State. All school funds are to be divided *pro rata* among the children of school age.

### SCHOOL SYSTEM.

In accordance with the constitutional requirements, the legislature, at its session in June 1870, passed an act "To regulate the supervision, organization, and maintenance of a uniform system of public education."

### SCHOOL DISTRICTS.

Each county constitutes one school district; but any incorporated city of more than 5,000 inhabitants constitutes a separate district.

The board of education have a general care and supervision of all property coming into possession of the State for school purposes, the income of which they are to pay to the school authorities of the cities or districts for the support of the schools. They are to make a report annually, upon all matters intrusted to their charge, to the superintendent of public education, to be by him incorporated in his annual report to the legislature.

They have power to remove county superintendents for good cause, and may fill vacancies occurring in the office of county superintendents, reporting their action to the senate at the next session of the legislature. Each member of the board is to give bond in the sum of $20,000, conditioned as the bonds of other State officers.

### STATE SUPERINTENDENT.

This officer has the general supervision of all the schools, is to visit each county annually, as well as provide for holding a teachers' institute in each congressional district. He is to report to the legislature annually on all matters relating to his office and the educational interests of the State. He shall appoint a clerk, who shall have a salary of $1,100. The superintendent receives 5 cents per mile for distance actually traveled in his official duties, and all necessary contingent expenses. He is prohibited from acting as the agent of any author, publisher, or bookseller, directly or indirectly, on penalty of removal and forfeiture of all moneys due him from the State.

### COUNTY SUPERINTENDENTS

Are to have the supervision of the schools of their respective counties, visiting them once in each term, to examine and grant certificates to teachers, and perform other duties, as required by the State superintendent or board of education. They receive a salary of $5 a day. They report to the State superintendent, and, like him, are prohibited from using any influence in favor of any author, publisher, or bookseller, upon similar penalties.

### SCHOOL DIRECTORS.

The board of county supervisors and the city council of any incorporated city of more than 5,000 inhabitants appoint six school directors in each district, for three

years, who receive $3 a day for actual service. They are made a corporate body, with power to sue and be sued. They are to make rules and regulations for carrying out the requirements of the law, and have the care of providing school-houses, creating sub-districts, hire teachers, and perform any other duty necessary to put the schools in operation. They are to prescribe a uniform series of text-books; but no member shall act as an agent for any author, publisher, or bookseller. They have the management of the property belonging to the district, may purchase or rent land for school-house sites, or sell the same. The county treasurer is to keep a separate account with each sub-school district and with each class of school funds.

The other features of the system, in detail, with regard to teachers, institutes, and other matters pertaining to education, are substantially those recently adopted by other States, and are in accordance with the requisite provisions of the constitution.

From the latest reports, it appears that there has been some delay in the organization of the schools under this law, and as the matter is now in a state of prosecution, no results can at present be given.

### UNIVERSITY OF MISSISSIPPI. JOHN N. WADDEL, *chancellor*.

"The university is established upon a grant of land, consisting of thirty-six sections, made by the Congress of the United States to the State of Mississippi in 1819; and the language of the act is, that the title of this land shall be vested in the legislature of said State, in trust, for the support of a seminary of learning therein."

The original act of charter, passed February 24, 1844, contained the following words: "The said board of trustees [of the university] shall have full power and entire control over the funds belonging to the 'university of Mississippi,' or the 'seminary fund,' to be by them applied toward the consummation of the plan of the university of Mississippi," &c.

At the next following session of the legislature, however, an act was passed supplementary to the charter, the first section of which provides that "so much of the third section of an act entitled 'An act to incorporate the university of Mississippi.' approved February 24, 1844, as gives the trustees of the university full power and entire control over the funds belonging to the university of Mississippi, or the seminary fund, is hereby repealed."

The legislature thus resumed to itself the power over the fund, which in the original charter it had delegated to the board; and it is to the legislature that the university is compelled from time to time to resort for further supplies, as the necessity of widening its field of usefulness and improving its means of imparting knowledge renders them desirable.

The present board of trustees of the university consists of the governor, ex-officio president, with a secretary and treasurer, and eleven other members. A review of the attendance since the re-opening of the exercises of the university presents the following statistics:

Number in attendance since 1865—

| | |
|---|---|
| Session of 1865–'66 | 193 |
| " 1866–'67 | 246 |
| " 1867–'68 | 231 |
| " 1868–'69 | 214 |

The number of volumes in the library is about five thousand.

### NORMAL SCHOOL.

At act to provide for the establishment of a normal school has been recently passed, appropriating $4,000 to be expended under the direction of the board of trustees—$2,500 for teachers' salaries, $1,000 for aid to pupils, and $500 for furniture and apparatus.

### SCHOOL OFFICERS.

The superintendent of public education is the Hon. H. R. Pease, Jackson. County superintendents have recently been appointed, but no list of them has reached this Bureau.

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## MISSOURI.

| | |
|---|---|
| Number of children in the State between 5 and 21 years | 584,026 |
| In public schools: males, 133,243; females, 116,484 | 249,727 |
| In private schools: males, 8,855; females, 8,847 | 17,702 |
| The number of teachers is: males, 4,615; females, 2,531 | 7,146 |
| Average salary of male teachers per month | $38 60 |
| Average salary of female teachers per month | $29 81 |

| | |
|---|---|
| The number of public schools in the State is: primary, 5,244; high, 63. | 587 |
| Number of private schools | 707 |
| Average number of months taught | 4.6 |
| Value of school-houses in the State | $3,087,682 30 |
| Value of furniture and apparatus | $58,071 77 |
| Expended for teachers' wages | $864,672 39 |
| Expended for building school-houses | $390,450 21 |
| Expended for repairing school-houses | $34,682 50 |
| Expended for renting rooms | $13,741 98 |
| Total amount of township fund | $2,184,171 00 |
| Total amount of county fund | $801,896 00 |
| Number of school libraries in the State | 12 |
| Number of teachers' institutes held | 95 |
| Number of members of institutes | 2,377 |

### SCHOOLS FOR COLORED CHILDREN.

This State has a larger proportion of schools for colored children than any former slave State. The statistics from forty counties, given as representative of the remainder of the State in that respect, show the number of children of color to be 13,180; the number of school-houses for them, 80; number of schools, public and private, 102; teachers, 101; pupils, 3,664.

Opposition to the education of the colored people is rapidly disappearing. Their rapid improvement and good conduct help to disarm prejudice. A normal school for the training of colored teachers is an urgent necessity. There is a school—Lincoln Institute—now in the fourth year of successful operation in Jefferson City, possessing an endowment fund of $7,000, which, on a small scale, and with limited means, is doing good work in the right direction. It owns no building and is able to maintain but one teacher.

### DEVELOPMENT OF THE SCHOOL SYSTEM.

The constitution of the State declares that "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years."

The growth of public education by the State has been slow, and by forced methods, at times in advance of popular favor; and yet far behind the enlightened position of other States. The laws upon the subject seem to have been the product of a few statesmen, who appeared at intervals in our history, and who, in the face of a well-known social protest, pushed forward with great energy the development of this public economy by the way of a public intelligence. The first general act upon the subject was passed in 1824. It was crude and ineffective, but was improved in 1835. Another was passed in 1839, which was revised in 1853, when superintendence of school affairs was provided for. Another complete revision was had in 1865, and this again amended in 1868, giving an average trial of about eleven years to each law.

From a large personal acquaintance with them, and from a large correspondence, I am assured that no State in the West is more fortunate than ours in the character and quality of its public school teachers. Yet it must be acknowledged that the great body are migratory, and do not, and cannot, exhibit the professional devotion requisite to the success of those who are set apart by special training and led by a conscious adaptation for the work, rather than forced to it by the spur of necessity.

In the sub-districts there are about seven thousand directors, and nearly one thousand in the several cities and towns, who are performing responsible work without compensation. Their office is one purely honorary; and yet it demands a degree of intelligence and expenditure of time and labor that represent a large money value. No duties more important, more delicate, more difficult, are undertaken in any other department of the Commonwealth.

County superintendents perform their multifarious duties at an expense of time, travel, labor, correspondence, visitation from neighborhood to neighborhood, and conference with school officers, with no corresponding income from that expenditure. But two items are in many cases sufficient to occupy the sixty days for which alone they are allowed compensation by law, viz, the collection and preparation of the county statiscal reports, and organizing and establishing county institutes. Yet in addition to these many other duties devolve upon them which should occupy the whole year, if properly fulfilled. Consequently more resignations of county superintendents occur than of any other officers in the State. "We cannot afford it," is the invariable excuse.

The Missouri system of teachers' institutes was begun in 1866. At present about one hundred counties have organizations to a greater or less extent, assimilating the character of a well-conducted institute. Some of them rank in number, tone, influence, and general character with those of many years' standing in older States. This rapid organization has been effected without any support from the legislature, and in many

cases at a considerable personal sacrifice [illegible] teachers. It was frequently met with [illegible] with their faces toward the past. [illegible] and cordial sympathy, courtesy, and [illegible] intrusion of either personal, political [illegible] intendent is, that he has yet to find [illegible] ble, considering the past, as it is much [illegible] and fraternity the hateful and most [illegible] enmity of the fathers is transmuted [illegible]

The press of the State has been, and is [illegible] and capable auxiliary to free education [illegible] public schools been disregarded. [illegible] practical duties of the school-room, the [illegible] tions of the school and the state, [illegible] and over again, in forcible terms, [illegible] the subject except that which suggests [illegible] the world akin. It is fair to presume [illegible] so much special attention, we are [illegible] education.

THE TOWNSHIP [illegible]

The township school fund, amounting [illegible] income of nearly $200,000 annually, [illegible] apart by Congress in 1820 for [illegible] subsequently granted the State [illegible] been judiciously managed the [illegible] fund, the annual income from which [illegible] months in the year. But many [illegible] have suffered greatly from the [illegible] matter. It was early enacted that [illegible] school fund belonging to each [illegible] fund under the care of the [illegible] "shall be secured by a mortgage [illegible] brances within the county, or [illegible] invested in accordance with [illegible] further provided by law, that [illegible] tion is more important than [illegible] number of counties there has [illegible] an extent that for years the [illegible] county courts have taken the [illegible] ance, or loaned them to favorites [illegible]

It is recommended that [illegible] purpose of better securing the [illegible] recovering the funds and [illegible]

The report enters at length [illegible] specifies its faults, and [illegible] faintly delineated the outlines [illegible] of the future as our system [illegible] cious enough for all races [illegible]

"The present time is [illegible] now the locomotive is the [illegible] divinity is served. 'Give [illegible] nearly every county in the [illegible] policy may leave a burden [illegible] bring to a speedy solution [illegible] world take his lawful [illegible] develop the material [illegible] and ignorance in which [illegible] school. The true apostle [illegible] ligence it fosters."

Upon the admission [illegible] townships of the [illegible] State legislature [illegible] application of the [illegible] acre, realizing a [illegible]

s
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asses,

Coste,
ical and

| | |
|---|---|
| | 220,000 |
| | 70,222 |
| | 46,100 |
| | 38 |
| | 271 |
| | $864,236 14 |
| 12 | 49 |
| | 272 |
| | 67 |
| | 315 |
| | 18,460 |
| | 2,134 |
| | 104 |

When the fund thus originating, invested in the State Bank, had reached the sum of $100,000, the university was located at Columbia, Boone County, the citizens of that county having subscribed the sum of $117,500 to the institution as an inducement. One man who could neither read nor write paid $3,000 to the purpose, and certain others subscribed to this sum and afterwards paid more than they were actually worth at the time of the subscription. The corner-stone of the edifice was laid in July 1840. The institution existed twenty-five years, and though with very insufficient funds, still making substantial progress, without ever having received the least aid from the State. Even a deficit, which occurred through State management, was not made good, far less was the loss resulting from the premature sale of the ample and beneficent grant returned to the institution by the State. The provision for the State institution contained in the new constitution, with the adoption of the new State constitution, began a new era for the university. The provision made for it is in these words: "The general assembly shall establish and maintain a State university, in which there shall be departments in teaching, in agriculture, and natural science, as soon as the public school fund will permit." An act was passed giving $10,000 for rebuilding the president's house, which had been destroyed by fire during the war, and also making an annual grant of 1¼ per cent. of the State revenue, after deducting therefrom 25 per cent. already appropriated for the support of common schools. The general plan of the institution is to retain the usual college course for those who desire that; to enlarge and perfect the scientific course; to establish and maintain a college of agriculture and mechanic arts, including military tactics, embracing a school of engineering, analytical chemistry, mining, and metallurgy, a normal college, a law college, and a preparatory department. The president is Daniel Reid, LL. D. The number of students, 217; graduates for the year 1867–'68, 13; value of property, estimated at $250,000 to $350,000.

### LINCOLN INSTITUTE

owes its origin to the liberality of colored soldiers enlisted from Missouri. In the spring of 1866 a subscription of $4,000 was made by the enlisted men of the Sixty-second United States colored infantry, to aid in the foundation of an educational institution in Missouri for the especial benefit of the colored people. Afterward, another colored Missouri regiment added to it the sum of $1,325; and $2,000 were subsequently received from the Freedmen's Bureau. Other funds, including $1,000 from the officers of the Sixty-second regiment, have supported it three years and a half. Tuition is free. A valuable library of several hundred volumes has been obtained. It is recommended that an annual sum of $5,000 be added to these funds, and a State institution therewith founded for the education of colored teachers.

### THE MISSOURI INSTITUTE FOR THE EDUCATION OF THE BLIND,

located at the city of St. Louis, was established in 1851. The superintendent is H. Rensselaer Foster; number of students in attendance, 72; value of buildings and grounds, $75,000; of apparatus, $1,200. Through the efforts of Mr. Eli William Whelan, the legislature, in 1851, appropriated $15,000 to the institution, provided that the sum of $10,000 should be subscribed by individuals, or by the city or county of St. Louis, which amount was soon pledged. In 1856, it was located in the city of St. Louis, upon a lot 22 by 300 feet. It had hitherto been supported by an annual appropriation of $3,000 from the State, and $2,000 from the citizens of St. Louis; but as the operations of the institution became more extensive, the State assumed the entire responsibility of its support, on condition that all the property "should be held in trust for the State and subject to its disposal," which was accordingly done. The institution is managed by seven trustees, appointed by the governor and confirmed by the senate. The course of instruction embraces three departments—literary, musical, and mechanical. Since the establishment of the institute 250 pupils have been under instruction. Of those who have gone out one is a physician, fifteen are teachers of music, one literature, fifteen regained their sight, twenty-six removed from the State without completing their course, eighty-four are pursuing the different trades which they acquired here, viz., broom, brush, and mat making, chair seating and willow work.

Besides the North Missouri Normal School, already referred to, there are in the State eleven other institutions of learning which are not fostered by the State government. Blanks sent to them by the superintendent have elicited the following particulars: The William Jewell College, located at Liberty, Clay County, established in 1849; Thomas Rambant, LL.D., president. The number of teachers is 6; of pupils, 110; value of buildings and grounds, $50,000; apparatus, $3,000. The endowment is $145,000.

*The Grand River College*, located at Edinbug, Grundy County, in 1858, John E. Vertrees, A. M., president. The number of pupils is 110; teachers, 3; value of property, $6,000.

*The Plattsburg College*, located at Plattsburg, Clinton County, in 1867, James H. Thomas, president, has 137 pupils and 4 teachers. Property worth $10,000.

*McGee College*, located at College Mound, Macon County, founded in 1853, J. B.

Mitchell, president, has 233 pupils and 10 ten teachers; value of buildings and grounds, $30,000.

*Christian University*, located at Canton, Lewis County, in 1858, B. H. Smith, president, has an attendance of 210 pupils, with 9 teachers; value of buildings and grounds, $100,000; apparatus, $500.

*Washington University*, located at St. Louis, in 1857, William Charvenet, president; number of students, 589; teachers, 41; value of buildings and grounds, $250,000; apparatus, $6,000.

*St. Louis University*, located at St. Louis, in 1829, Rev. F. H. Stuntebeck, president; number of students, 278; teachers, 19.

*Mount Pleasant College*, located at Huntsville, Randolph County, in 1856; president, J. W. Fevrill; number of pupils, 100; teachers, 4; value of buildings and grounds, $250,000; apparatus, $3,000.

*Western Educational Institution*, located at Warrenton, Warren County, in 1864, Rev. H. Koch, president; pupils in attendance, 200; teachers, 7; value of site and buildings, $15,000; apparatus, $250.

*St. Paul's College*, Palmyra, Marion County, Rev. William B. Corbyn, president; established in 1850, and has two teachers.

*Bethel College*, Palmyra, Marion County, was established in 1854. The Rev. R. M. Rhoade is president. Number of teachers, 1.

### THE NORTH MISSOURI NORMAL SCHOOL

was founded in 1867, incorporated 1868, in the hope that it would be adopted as one of a system of the State normal schools. Located at Kirksville, Adair County, J. Baldwin, president. The number of students the first year was 284; the second, 423. Over 200 teachers, partially trained, have been sent out. The course for common school teachers is two years; for teachers in academies, high, or graded schools, four years' training is required. The institution is now self-sustaining. With or without State aid, it is regarded as a permanent institution.

### MISSOURI ASYLUM FOR THE DEAF AND DUMB,

located at Fulton, Callaway County, William D. Kerr, superintendent, was established in 1851. The whole number of students is 111—males, 48; females, 63. The value of buildings and grounds is estimated at $75,000; apparatus, $150. This institution was located by the State, and provision made for a site, &c., in 1847. Pupils are admitted between the ages of seven and thirty years, and are allowed a course of ten years' instruction. The report of the principal suggests that "that feature of the law which requires certificates of poverty from such pupils as are beneficiaries of the State, operates as a great hinderance to the best interests of the school;" also that "the law limiting the number of teachers to five ought to be changed so as to allow the board of commissioners to appoint, from time to time, such assistance as is necessary.

## ST. LOUIS.

The present system of public schools in St. Louis originated in an act of Congress approved June 13, 1812, by which "all town or village lots, out-lots, or common field lots, not rightfully owned or claimed by individuals, or held as commons," &c., were reserved for the support of schools. The total value of the lands thus reserved is now estimated at over $2,000,000. In 1817 a board of school trustees was established by the territorial legislature. In 1838 the first public school was established. In 1850 a superintendent was first appointed; a high school class in 1853; a normal school opened in 1858. In 1859–'60, the first evening school was opened, and in 1864 German classes, for instruction in the German and English languages.

The reports for 1868, of the president board of school directors, Hon. Felix Coste, and of the superintendent, Hon. William T. Harris, give the following statistical and other information:

| | |
|---|---|
| Estimated population of the city, 1867 | 220,000 |
| Number between five and twenty-one years, (drawing State money) | 70,222 |
| Number between six and sixteen years of age | 46,100 |
| Number of school-houses: owned by board, 27; rented, 11 | 38 |
| Number of school-rooms | 271 |
| Total value of property used for school purposes | $864,236 14 |
| Number of schools: normal, 1; high, 1; district, 30; colored, 5; evening, 12 | 49 |
| Number of teachers in day schools: males, 27; females, 145 | 272 |
| Number in evening schools, 43; normal, 4; high, 10; colored, 10 | 67 |
| Total number of teachers in all schools | 315 |
| Number of pupils enrolled in day schools | 18,460 |
| Number of pupils enrolled in evening schools | 2,134 |
| Number of pupils enrolled in normal schools, girls | 104 |

| | |
|---|---|
| In high schools: boys, 160; girls, 193 | 353 |
| In district schools: boys, 8,641; girls, 8,438 | 17,079 |
| In colored schools: boys, 445; girls, 479 | 924 |
| Total number enrolled day and evening | 20,594 |
| Number of foreign-born pupils | 1,235 |
| Number born in St. Louis | 11,413 |
| Whole number of school days | 200 |
| Number of pupils who attended 200 days | 48[illegible] |
| Number of pupils who attended over 180 days | 5,377 |
| Number not absent during their enrollment | 1,431 |
| Per cent. of attendance | 9[illegible] |

The superintendent gives a synoptical view of the school system of the city, from which the following items are taken:

The schools are governed by a board of president and directors, consisting of 24 members, two elected from each ward by the legal voters thereof, for a term of three years classified in such a manner that one-third go out of office each year. They have absolute power to hold and control all the real estate and property owned and used for public school purposes; to build school-houses, establish schools, and manage the same; to create a revenue for their support, by levying a tax not exceeding one-half of one per cent. on all taxable property of the city. These directors appoint their officers, including president, secretary, superintendent, attorney, and bailiff, annually.

School revenues are derived from four sources: 1, from city mill tax, which may be as high as five mills on a dollar of taxable property, though the highest hitherto assessed is four mills; 2, from rents of real estate donated by the general government for the schools; 3, from State and county school funds; 4, irregular revenues derived from sale of real estate, tuition fees, or loans made by the board. The first source yields now at four mills, over $410,000; the second, about $50,000; the third, $40,000; total from regular sources, $500,000.

A gratifying progress has been made during the past four years toward regularity and punctuality of attendance in the public schools. Tardiness has steadily decreased during the past five years, so that from 26.5 per cent. it has now diminished to 11.16 per cent. Of the whole number of pupils attending school, 8,778 were under ten years of age; 9,142 between the ages of ten and sixteen, and 640 over sixteen. It is estimated that at least 40 per cent. of the entire population of the city are Germans, and at least 25 per cent. of the children in the public schools are of German parentage. The experience of the past year has demonstrated the necessity of more school accommodations. The present crowded condition of many schools shows that by next year many applicants must be rejected for want of room. During the year several new school-houses have been in progress, which will be ready some time in the first half of the next scholastic year. It has been decided by the board to change the four old buildings, and adapt them to the graded plan, which change will create accommodations for 386 more pupils, and make, in the aggregate, a saving of $9,734 for each year. It is estimated that it would be economy for the tax-payers to build the new style of school-houses, even were they to be burnt down once in ten years, in preference to using the old style, arranged upon the plan of large study and small recitation rooms.

### THE EVENING SCHOOLS,

twelve in number, were kept for a period of sixteen weeks, at a cost of $6 40 per pupil; the average number belonging being 1,191. Of the total number enrolled, viz. 2,134, 1,936 were boys, and 198 were girls. The total expenses were $7,621 66; of which some $6,279 50 were expended for teachers' salaries. At the close of the term diplomas were awarded to 230 pupils for "punctual attendance, dilligence in study and correct deportment."

### INSTRUCTION IN GERMAN

has been introduced into the schools since the year 1864, whenever the requisite number of pupils of German descent, viz., 100, should be in attendance. During the year 1867–'68 this course was pursued in 14 schools, 2,476 pupils having received instruction in German. The number of teachers in this branch was 17. The main motive for introducing this study into the public schools is to render them equally available to the German as to the native American. American children are allowed to study German after they have advanced sufficiently in their English studies to warrant that they have the requisite maturity of mind. From year to year the system improves in regularity of classification and gradation, its interference with the English approaches its minimum, and thoroughness of instruction increases.

The five schools for colored children are not sufficient to accommodate all that class but when they shall have been removed, as is contemplated, to larger and better adapted buildings, they will supply sufficient accommodation for them all. Punctu-

ality and regularity of attendance in these schools have been secured to a greater degree than previously, while in other respects their progress is good.

### THE NORMAL SCHOOL,

since its commencement, in October, 1857, has graduated 189 pupils, of whom 130 are at present teaching in the public schools of the city. The report of the principal, Anna C. Brackett, states that it is intended hereafter to graduate two classes per annum, in order to supply, if possible, the demand of the schools. The two classes which graduated the present year numbered, one 8, the other 24. Graduates of the high school and teachers of some experience are admitted, after passing the requisite examination, to advanced standing, so as to graduate in six months. The number of pupils connected with the school during the year is 104; average number belonging, 69. The report of the principal considers, at length, the advisability of adopting the plan of object teaching; and expresses the opinion that though advantageous in the education of pupils in primary schools, its application to the education of older pupils is not desirable. The course of study comprises the fundamental, and higher English branches, with the Latin language, and calisthenic exercises.

### THE HIGH SCHOOL,

from the report of its principal, H. H. Morgan, esq., for the year 1867–'68, has had an attendance during the year of 95.5 per cent. of the total number. The number of pupils in attendance this year is one-sixth larger than that of any previous year. The graduating class numbered 37, a large increase over the previous year. Pupils, upon admission are required to be at least twelve years of age, and to pass a satisfactory examination in History of the United States, grammar, geography, and spelling. At present the school is more than full with 360 pupils, an average of 40 to each teacher, but the proposed addition of new rooms, during the coming year, will increase the accommodations so as to admit from 90 to 120 more pupils. The course of study is intended to occupy four years. There are two courses open to the choice of the pupil, the general and the classical—differing only in the substitution of the ancient languages for the fuller mathematical course, and the study of the natural sciences.

### THE PUBLIC SCHOOL LIBRARY

contains a collection of 11,592 carefully selected volumes, the value of which is estimated at $22,156 50. An interesting fact connected with the library is that it is resorted to by a large number of youths who have left school. A record kept for the month of January, 1868, showed that 1,137 books were taken from it by former pupils. The number of volumes received by district school pupils was 1,654; high school pupils, 787.

### THE PRESS A TEACHER.

Report of T. A. Parker, superintendent of public schools of Missouri, 1870, says:

"In an important sense the press is the school teacher of the people, and bears the same relation to the adult intellect of the nation that the text-book does to the juvenile. It utters a varied eloquence. It is generally on the side of the true, the good, and the just, and opposes falsehood, vice, and injustice. It is the parent of American literature in its genuine national aspect, and from its virile loins have sprung the productive germs which grow and ripen into the enduring forms of books. As it speaks to thousands where the pulpit and the book speak to hundreds, it is the fittest, as well as the strongest, defense of free education against all opposition. Like the miraculous canopy of Parebanon, in the tales of enchantment, it can be extended over the continent, or, if necessary, it can gather itself up to shelter the tiniest school-house in the State. Although inviting free and unrestricted discussion of all shades of opinion upon this subject, we believe the press to be so wedded to the free school that, if seriously threatened, it would turn upon the assailant a concentrated fire tenfold hotter than the streaming flames from embattled artillery."

### NECESSITY OF EDUCATION TO THE STATE AND THE COMMUNITY.

The man who is controlled by a detestable self-interest, which takes on opposition to the public school because he is called on to help support it; or the one who is governed by a foolish pride against the social equality of the public school; or, worse still, the poor bigot who lifts his eyes in holy horror and protests against the public school because it cannot be directed by his "church;" all these do not and cannot understand the necessity of urging forward this great interest—of the education of the people, by the people, and for the people. Gentlemen of the ancient days of yore, there are some objects of higher consideration than your money, your pride, or even your church. One is the safety, prosperity, and peaceful government of this common

wealth. Its safety is conditioned upon general intelligence; its prosperity upon gen confidence; its peaceful government upon both these, controlled by general vir Beyond this is another object of high consideration—the social well-being of any gi community—and this is dependent upon the same condition as the commonwea Beyond even this is the individual—the child—for whom is all this array of po and expenditure of means. You are so related to him that you are affected by his His claim to knowledge is one consequence, at least, of his relation to you. His i sovereignty of demand, abstractly considered, even higher than that of the comm nity or that of the commonwealth. Should his life be vicious and criminal, the sta tics of the State treasury will show how it affects you. It becomes your interest help him to join one of the two grand armies of labor—that of muscle or that of mi and from the multiplication of his personal influence confirm you in the enjoym of your money, your pride, or your church.

I believe in the divinity of the teacher's work, as I do in the indestructible effe he produces. It is one of special consecration. It is better valued as we see more more clearly the measureless possibilities of our nature in childhood. It is an offic high responsibility; for, next to the duty of saving, it is the office of leading out soul. "One of the surest signs," says Mr. Channing, "of the regeneration of socie will be the elevation of teaching to the highest rank in the community."

## *Table of statistical details of schools in Missouri, from the report of* 18

Hon. T. A. PARKER, *superintendent public schools, Jefferson City.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. |
|---|---|---|
| Adair | T. T. Dennis | Kirksville. |
| Andrew | | Savannah. |
| Atchison | E. L. Clark | Rockport. |
| Audrian | Eben Farrington | Mexico. |
| Barry | A. J. Stewart | Cassville. |
| Barton | J. A. Albright | Lamar. |
| Bates | S. B. Allison | Butler. |
| Benton | William J. Shirk | Warsaw. |
| Bullinger | J. H. Sample | Greene. |
| Boone | C. W. Masterson | Columbia. |
| Buchanan | E. B. Neely | St. Joseph. |
| Butler | J. J. Hise | Poplar Bluff. |
| Caldwell | H. Mafee | Kingston. |
| Callaway | T. H. Russel | Fulton. |
| Camden | John Welch | Linn Creek. |
| Cape Girardeau | James H. Kerr | Jackson. |
| Carrol | R. A. Williams | Carrolton. |
| Carter | Amos P. Holland | |
| Cass | C. F. Spray | Harrisonville. |
| Cedar | J. T. Farris | Stockton. |
| Chariton | Alfred Mann | Keytesville. |
| Christian | J. R. Vaughn | Clark. |
| Clarke | C. H. Carothers | Waterloo. |
| Clay | George Hughes | Liberty. |
| Clinton | A. K. Porter | Plattsburg. |
| Cole | Fred. Rowe | Jefferson City. |
| Cooper | William A. Smiley | Boonville. |
| Crawford | William Adair | Steelville. |
| Dade | William C. West | Greenfield. |
| Dallas | | Buffalo. |
| Daviess | S. P. Howell | Gallatin. |
| DeKalb | A. E. Putnam | Maysville. |
| Dent | S. G. Blake | Dent. |
| Douglas | | Vera Cruz. |
| Dunklin | | Kennett. |
| Franklin | Felix Bandisin | Union. |
| Gasconade | J. D. Howard | Hermann. |
| Gentry | J. B. Twist | Albany. |
| Greene | J. R. Miller | Springfield. |
| Grundy | J. E. Vertrees | Trenton. |

*List of school officers in Missouri, &c.*—Continued.

| County. | Name. | Post office. |
|---|---|---|
| Harrison | T. J. Freeman | Bethany. |
| Henry | Mat. Zener | Clinton. |
| Hickory | J. Whitaker | Hermitage. |
| Holt | S. Blanchard | Oregon. |
| Howard | Thomas G. Deartherage | Fayette. |
| Howell | J. B. Collins | West Plains. |
| Iron | J. Markham | Ironton. |
| Jackson | D. J. Caldwell | Independence. |
| Jasper | W. J. Sieber | Carthage. |
| Jefferson | Mark Jennings | Hillsboro. |
| Johnson | M. H. Smith | Warrensburg. |
| Knox | D. E. Shartel | Edina. |
| Laclede | Daniel Matthias | Lebanon. |
| Lafayette | G. K. Smith | Lexington. |
| Lawrence | William N. Davis | Mount Vernon. |
| Lewis | Frank Wilcox | Monticello. |
| Lincoln | James M. McLean | Troy. |
| Linn | E. D. Seward | Linneus. |
| Livingston | J. D. Roberts | Chillicothe. |
| McDonald | J. C. Samson | Pineville. |
| Macon | W. G. Walker | Macon City. |
| Madison | Daniel Peterson | Fredericktown. |
| Maries | Allan L. McGregor | Vienna. |
| Marion | John W. Ayers | Palmyra. |
| Mercer | Charles E. Minter | Princeton. |
| Miller | J. F. Hammond | Tuscumbia. |
| Mississippi | George Whitcomb | Charleston. |
| Moniteau | R. L. Galbreath | California. |
| Monroe | A. E. Gore | Paris. |
| Montgomery | John C. Ellis | Danville. |
| Morgan | T. Turnbull | Versailles. |
| New Madrid | T. J. O. Morrison | New Madrid. |
| Newton | J. C. Geyer | Neosho. |
| Nodaway | S. C. McClusky | Marysville. |
| Oregon | W. T. Shares | Alton. |
| Osage | J. N. Clark | Linn. |
| Ozark | John Jack | Gainsville. |
| Pemiscot | ..... | Gayoso. |
| Perry | A. G. Abernathy | Perryville. |
| Pettis | A. J. Sampson | Sedalia. |
| Phelps | C. P. Walker | Rolla. |
| Pike | S. F. Murray | Bowling Greene. |
| Platte | T. A. Himeod | Platte City. |
| Polk | J. A. Race | Bolivar. |
| Putnam | H. L. Phillips | Unionville. |
| Pulaski | J. J. Tyret | Waynesville. |
| Ralls | G. H. Laughlin | New London. |
| Randolph | G. F. Rothwell | Huntsville. |
| Ray | J. A. Seabo | Richmond. |
| Reynolds | Sev. A. Tharp | Centerville. |
| Ripley | W. C. Webb | Doniphan. |
| St. Charles | Charles Beckington | St. Charles. |
| St. Francois | James Kendall | Farmington. |
| St. Clair | Emmerson Babber | Osceola. |
| St. Genevieve | C. C. Kerlagon | St. Genevieve. |
| St. Louis | A. W. Murphy | St. Louis. |
| Saline | V. Bierbower | Marshal. |
| Schuyler | F. T. Hughes | Lancaster. |
| Scotland | J. K. Stockton | Memphis. |
| Scott | J. B. Holden | Commerce. |
| Shannon | James Morris | Eminence. |
| Shelby | E. P. Burlingame | Shelbyville. |
| Stoddard | B. B. Allan | Bloomfield. |

*List of school officers in Missouri, &c.*—Continued.

| County. | Name. | Post office. |
|---|---|---|
| Stone | S. R. Wright | Galena. |
| Sullivan | D. L. Hinckley | Milan. |
| Taney | M. Clifford | Forsyth. |
| Texas | S. G. Forrester | Houston. |
| Vernon | S. H. Thompson | Little Osage. |
| Warren | C. H. Burger | Warrenton. |
| Washington | T. S. Love | Potosi. |
| Wayne | A. W. Barks | Greenville. |
| Webster | H. E. Phelps | Marshfield. |
| Worth | W. J. Gibson | Grant City. |
| Wright | W. S. Pope | Hartville. |

*Statistical details in Missouri.*

| Counties. | CHILDREN. | | | | | | | | | TEACHERS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White. | | Colored. | | Total in county. | In public schools. | | In private schools. | | | | Monthly salary. | |
| | Males. | Females. | Males. | Females. | | Males. | Females. | Males. | Females. | Males. | Females. | Males. | Females. |
| Andrew | 2,587 | 2,246 | 47 | 31 | 4,911 | 1,930 | 1,588 | 30 | 23 | 76 | 23 | $44 66 | $34 00 |
| Adair | 2,236 | 1,971 | 16 | 32 | 4,255 | 1,570 | 1,317 | 47 | 49 | 46 | 30 | 36 53 | 25 77 |
| Atchison | 1,574 | 1,506 | 8 | 7 | 3,095 | 1,043 | 1,011 | 35 | 40 | 37 | 21 | 23 61 | 26 78 |
| Audrain | 1,661 | 1,580 | 153 | 174 | 3,568 | 894 | 951 | 63 | 54 | 32 | 31 | 38 77 | 33 85 |
| Barry | 1,171 | 1,128 | 9 | 12 | 2,320 | ..... | ..... | ..... | ..... | 20 | 12 | ..... | ..... |
| Bates | 2,363 | 2,132 | 15 | 14 | 4,534 | 1,569 | 1,336 | 64 | 76 | 56 | 23 | 41 25 | 30 67 |
| Barton | 823 | 760 | 5 | 4 | 1,592 | 431 | 441 | ..... | ..... | 23 | 18 | 45 00 | 33 75 |
| Benton | ..... | ..... | ..... | ..... | 3,983 | 1,377 | 1,647 | ..... | ..... | 57 | 8 | 42 00 | 31 00 |
| Bollenger | 1,336 | 1,210 | 5 | 5 | 2,556 | 743 | 686 | 112 | 61 | 28 | 8 | 33 77 | 33 43 |
| Boone | 3,770 | 3,553 | 432 | 508 | 8,259 | 1,848 | 1,540 | 206 | 158 | 65 | 30 | 41 00 | 31 00 |
| Buchanan | 5,921 | 5,533 | 365 | 370 | 12,189 | 3,160 | 2,618 | 536 | 666 | 68 | 45 | 53 29 | 35 13 |
| Butler | 956 | 857 | 7 | 6 | 1,826 | 197 | 154 | 30 | 30 | 7 | 3 | 23 33 | 21 60 |
| Caldwell | ..... | ..... | ..... | ..... | 3,635 | 363 | 350 | ..... | ..... | 16 | 7 | 32 00 | 24 50 |
| Callaway | 3,067 | 2,623 | 452 | 430 | 6,572 | 1,134 | 838 | 92 | 74 | 41 | 13 | 43 00 | 28 80 |
| Campden | 1,387 | 1,293 | 36 | 37 | 2,715 | 618 | 612 | 98 | 72 | 27 | 14 | 27 00 | 23 68 |
| Cape Girardeau | 3,013 | 2,761 | 240 | 224 | 6,238 | 1,002 | 835 | 187 | 157 | 37 | 24 | 45 33 | 33 00 |
| Carroll | 3,001 | 2,659 | 151 | 162 | 5,973 | 1,618 | 1,409 | 423 | 179 | 59 | 30 | 40 64 | 29 88 |
| Carter | 270 | 261 | ..... | ..... | 531 | 52 | 47 | ..... | ..... | 14 | 11 | 20 48 | 20 00 |
| Cass | 3,010 | 2,627 | 71 | 60 | 5,763 | 2,251 | 1,910 | ..... | ..... | 105 | 23 | 48 00 | 40 00 |
| Cedar | 1,782 | 1,542 | 30 | 35 | 3,389 | 589 | 430 | 382 | 301 | 37 | 10 | 33 10 | 22 90 |
| Chariton | 3,567 | 3,089 | 544 | ..... | 7,688 | 2,015 | 1,876 | 216 | 169 | 62 | 21 | 54 33 | 33 55 |
| Christian | 1,236 | 1,135 | 43 | ..... | 2,450 | 685 | 668 | 177 | 147 | 26 | 8 | 32 50 | 25 00 |
| Clark | 2,781 | 2,675 | 75 | ..... | 5,592 | 1,878 | 1,869 | 140 | 116 | 48 | 28 | 37 76 | 25 21 |
| Clay | 2,650 | 2,368 | 169 | ..... | 5,328 | 473 | 407 | 225 | 224 | 35 | 11 | 47 25 | 44 33 |
| Clinton | 2,321 | 2,077 | 117 | ..... | 4,643 | 1,333 | 1,243 | 55 | 65 | 52 | 27 | 46 63 | 30 00 |
| Cole | 2,232 | 1,953 | 272 | ..... | 4,711 | 1,345 | 1,211 | 275 | 272 | 48 | 15 | 43 00 | 40 00 |
| Cooper | 3,267 | 2,645 | 534 | ..... | 6,940 | 2,005 | 1,732 | 140 | 162 | 55 | 33 | 50 53 | 36 50 |
| Crawford | 1,433 | 1,309 | 21 | ..... | 2,777 | 331 | 276 | 10 | 7 | 22 | 6 | 34 29 | 26 66 |
| Dade | 1,554 | 1,401 | 38 | ..... | 3,029 | 901 | 763 | 249 | 211 | 28 | 11 | 40 00 | 29 00 |
| Dallas | 1,529 | 1,595 | 23 | 22 | 3,169 | 1,080 | 93 | 62 | 54 | 17 | 12 | 30 00 | 25 00 |
| Daviess | 2,806 | 2,460 | 51 | 55 | 5,392 | 1,716 | 1,578 | 3 | 7 | 63 | 19 | 36 25 | 25 50 |
| De Kalb | ..... | ..... | ..... | ..... | 3,768 | 247 | 238 | ..... | ..... | 55 | 32 | 40 00 | 29 50 |
| Dent | 1,398 | 1,115 | 1 | 4 | 2,578 | 401 | 376 | 15 | 20 | 22 | 15 | 28 00 | 19 70 |
| Douglas | 828 | 726 | 1 | 1 | 1,555 | 207 | 157 | 27 | 18 | 10 | .... | 27 00 | ..... |
| Dunklin | 581 | 478 | 3 | 2 | 1,064 | 32 | 15 | 49 | 31 | 3 | 40 | 40 00 | 34 00 |
| Franklin | 4,264 | 3,905 | 290 | 295 | 8,734 | 2,179 | 1,701 | 450 | 364 | 70 | 14 | 43 25 | 37 63 |
| Gasconade | 1,987 | 1,838 | 10 | 14 | 3,849 | 865 | 668 | 186 | 131 | 36 | 7 | 44 20 | 35 75 |
| Gentry | 2,393 | 2,268 | 8 | 12 | 4,699 | 1,903 | 1,711 | 15 | 10 | 57 | 13 | 39 48 | 27 44 |
| Greene | 3,485 | 3,344 | 333 | 277 | 7,439 | 1,598 | 1,359 | 301 | 289 | 54 | 16 | 38 00 | 27 50 |
| Grundy | 2,443 | 2,292 | 41 | 36 | 4,812 | 1,263 | 1,130 | 47 | 48 | 59 | 19 | 36 12 | 26 00 |
| Harrison | 2,610 | 2,508 | 2 | 2 | 5,122 | 2,000 | 1,711 | 12 | 8 | 74 | 21 | 31 47 | 21 20 |
| Henry | 2,489 | 2,227 | 59 | 57 | 5,463 | 1,413 | 1,515 | 154 | 178 | 52 | 33 | 39 20 | 30 50 |
| Hickory | 1,106 | 1,009 | 11 | 6 | 2,132 | 519 | 456 | 27 | 19 | 23 | 6 | 34 0 | 23 00 |
| Holt | 2,030 | 1,735 | 43 | 24 | 4,113 | 1,272 | 1,086 | 132 | 177 | 35 | 23 | 43 73 | 32 45 |
| Howard | 2,476 | 2,192 | 588 | 523 | 5,774 | 1,339 | 982 | 202 | 150 | 46 | 19 | 46 91 | 34 55 |
| Howell | 721 | 726 | 5 | 5 | 1,447 | 164 | 126 | ..... | ..... | 6 | 7 | 24 66 | 20 66 |
| Iron | 828 | 736 | 31 | 27 | 1,622 | 383 | 337 | 61 | 44 | 15 | 6 | 48 00 | 32 40 |
| Jackson | 6,112 | 5,100 | 352 | 433 | 12,057 | 2,984 | 1,810 | 294 | 205 | 90 | 77 | 53 92 | 43 00 |
| *Jasper* | 2,449 | 2,397 | 25 | 26 | 4,897 | 1,723 | 1,826 | 1 | ..... | 65 | 38 | 42 73 | 31 62 |

*Statistical details of schools in Missouri, &c.*—Continued.

| Counties. | CHILDREN. | | | | | | | | | TEACHERS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White. | | Colored. | | Total in county. | In public schools. | | In private schools. | | | | Monthly salary. | |
| | Males. | Females. | Males. | Females. | | Males. | Females. | Males. | Females. | Males. | Females. | Males. | Females. |
| Jefferson | 2,997 | 2,569 | 143 | 121 | 5,831 | 644 | 545 | 40 | 36 | 53 | 13 | $48 00 | $37 00 |
| Johnson | 4,356 | 3,991 | 297 | 302 | 8,946 | 2,933 | 2,563 | 132 | 123 | 83 | 45 | 45 03 | 34 50 |
| Knox | 2,719 | 2,060 | 37 | 49 | 4,865 | 1,938 | 1,698 | 240 | 203 | 44 | 47 | 38 25 | 27 50 |
| Laclede | 1,765 | 1,720 | 31 | 36 | 3,552 | 40 | 32 | ..... | ..... | 31 | 15 | ..... | ..... |
| Lafayette | 3,744 | 3,420 | 717 | 737 | 8,618 | 1,560 | 1,400 | 420 | 351 | 47 | 25 | 58 44 | 39 07 |
| Lawrence | ..... | ..... | ..... | ..... | 4,706 | 1,436 | 1,252 | 185 | 222 | 50 | 14 | 40 00 | 30 00 |
| Lewis | 2,761 | 2,426 | 326 | 221 | 5,634 | 1,610 | 1,366 | 24 | 22 | 40 | 29 | 39 50 | 29 50 |
| Lincoln | 2,726 | 2,489 | 247 | 266 | 5,728 | 1,586 | 1,388 | 106 | 125 | 48 | 28 | 39 05 | 27 81 |
| Linn | 2,742 | 2,476 | 121 | 108 | 5,447 | 1,979 | 1,676 | 91 | 96 | 65 | 37 | 39 00 | 27 00 |
| Livingston | 2,902 | 2,754 | 225 | 218 | 6,099 | 1,774 | 1,616 | 12 | 25 | 53 | 41 | 43 25 | 32 50 |
| McDonald | 1,180 | 954 | 5 | 13 | 2,152 | 90 | 89 | 81 | 80 | 10 | 3 | 36 33 | 25 00 |
| Macon | 4,033 | 3,928 | 215 | 218 | 8,394 | 3,461 | 3,018 | 16 | 103 | 90 | 41 | 41 50 | 38 00 |
| Madison* | 1,236 | 1,110 | 19 | 9 | 2,374 | 17 | 11 | 2 | 2 | 19 | 11 | 35 00 | 27 42 |
| Maries | ..... | ..... | ..... | ..... | 2,079 | ..... | ..... | ..... | ..... | 17 | 15 | 35 00 | 20 00 |
| Marion | 3,189 | 3,851 | 403 | 439 | 7,882 | 1,171 | 884 | ..... | ..... | 45 | 35 | 44 89 | 33 29 |
| Mercer† | 2,154 | 2,117 | 23 | 11 | 4,305 | 1,048 | 979 | ..... | ..... | 58 | 16 | 32 75 | 22 20 |
| Miller | 1,686 | 1,530 | 39 | 41 | 3,296 | 776 | 655 | 23 | 26 | 37 | 12 | 31 36 | 28 50 |
| Mississippi | ..... | ..... | ..... | ..... | 1,938 | ..... | ..... | ..... | ..... | 7 | 2 | ..... | ..... |
| Moniteau | 2,639 | 2,593 | 150 | 124 | 5,506 | 1,237 | 1,120 | 161 | 172 | 53 | 12 | 39 41 | 30 75 |
| Monroe | 3,090 | 2,843 | 364 | 357 | 6,870 | 2,215 | 1,961 | 82 | 71 | 63 | 42 | 43 65 | 35 80 |
| Montgomery | 1,995 | 1,978 | 288 | 251 | 4,737 | 1,292 | 1,260 | 180 | 172 | 62 | 29 | 42 59 | 34 72 |
| Morgan | 1,835 | 1,833 | 130 | 165 | 3,963 | 1,042 | 1,111 | 42 | 30 | 36 | 12 | 34 52 | 33 64 |
| New Madrid | 1,079 | 983 | 371 | 290 | 2,723 | 391 | 319 | ..... | ..... | 14 | 6 | 38 88 | 32 50 |
| Newton | 2,654 | 2,549 | 88 | 63 | 5,354 | 1,068 | 1,019 | 56 | 53 | 26 | 13 | 39 20 | 27 50 |
| Nodaway‡ | 2,420 | 2,076 | 14 | 16 | 4,526 | 1,442 | 1,264 | 65 | 65 | 73 | 46 | 36 77 | 27 47 |
| Oregon | 749 | 755 | ..... | ..... | 1,504 | ..... | ..... | ..... | ..... | 8 | 7 | 30 00 | ..... |
| Osage§ | 2,247 | 2,052 | 33 | 38 | 4,370 | 762 | 574 | 126 | 92 | 41 | 11 | 34 46 | 30 55 |
| Ozark | 453 | 410 | ..... | 1 | 864 | 414 | 314 | ..... | ..... | 12 | ..... | 25 33 | ..... |
| Perry | 1,906 | 1,763 | 89 | 55 | 3,843 | 1,096 | 861 | 47 | 50 | 41 | 12 | 36 00 | 26 00 |
| Pemiscot | 315 | 265 | 40 | 33 | 653 | 102 | 76 | 41 | 24 | 6 | 2 | 45 00 | 20 00 |
| Pettis‖ | 2,820 | 2,634 | 394 | 284 | 6,132 | 1,831 | 1,687 | 90 | 95 | 61 | 31 | 51 18 | 38 00 |
| Phelps | 2,079 | 1,811 | 32 | 41 | 3,963 | 541 | 434 | 302 | 151 | 24 | 22 | 33 11 | 27 50 |
| Pike | 3,367 | 3,221 | 615 | 675 | 8,057 | 1,885 | 1,819 | 427 | 509 | 54 | 30 | 47 13 | 43 00 |
| Platte | 3,217 | 3,007 | 268 | 283 | 6,775 | 1,367 | 1,278 | 165 | 147 | 60 | 10 | 54 98 | 38 75 |
| Polk¶ | 2,535 | 2,427 | 42 | 45 | 5,049 | 1,209 | 1,785 | 244 | 244 | 60 | 30 | 32 87 | 27 39 |
| Pulaski** | 1,028 | 954 | 10 | 7 | 1,999 | 234 | 162 | 131 | 100 | 11 | 2 | 27 47 | 17 50 |
| Putnam†† | 2,141 | 2,088 | ..... | 1 | 4,230 | 349 | 316 | 5 | 16 | 33 | 17 | 29 96 | 21 18 |
| Ralls‡‡ | 1,974 | 1,882 | 165 | 157 | 4,178 | 552 | 456 | 60 | 70 | 45 | 24 | 42 91 | 30 87 |
| Randolph | 2,547 | 2,285 | 282 | 245 | 5,399 | 1,575 | 2,181 | 90 | 79 | 50 | 16 | 49 00 | 34 00 |
| Ray | 3,588 | 2,911 | 349 | 323 | 714 | 2,590 | 2,032 | 367 | 535 | 68 | 24 | 44 49 | 34 63 |
| Reynolds | 871 | 816 | 7 | 3 | 1,697 | 332 | 288 | 104 | 115 | 17 | 7 | 26 34 | 19 00 |
| Ripley | 925 | 922 | 3 | 2 | 1,852 | 56 | 55 | ..... | ..... | 10 | 3 | 23 71 | 22 50 |
| St. Charles | 3,153 | 2,818 | 243 | 242 | 6,451 | 1,394 | 1,117 | 204 | 112 | 45 | 27 | 50 60 | 41 57 |
| St. Clair | ..... | ..... | ..... | ..... | 3,654 | ..... | ..... | ..... | ..... | 21 | 7 | 35 00 | 30 00 |
| St. Francois | 1,770 | 1,857 | 100 | 93 | 3,550 | 752 | 546 | 82 | 42 | 32 | 8 | 43 00 | 27 50 |
| St. Genevieve | 1,596 | 1,396 | 47 | 43 | 3,082 | 613 | 475 | 56 | 53 | 16 | 10 | 47 34 | 29 05 |
| St. Louis | 45,653 | 46,933 | 2,338 | 2,802 | 98,626 | 15,229 | 14,253 | 8,855 | 8,847 | 106 | 399 | ..... | ..... |
| Saline | 3,344 | 3,083 | 602 | 632 | 7,721 | 1,653 | 1,385 | 174 | 246 | 69 | 25 | 50 11 | 42 90 |
| Schuyler | 1,766 | 1,671 | 2 | 1 | 3,440 | 1,229 | 1,164 | ..... | ..... | 33 | 22 | 34 33 | 26 00 |
| Scotland | 2,141 | 2,132 | 35 | 28 | 4,325 | 1,898 | 1,673 | 267 | 283 | 44 | 31 | 35 85 | 29 5 |
| Scott | 895 | 692 | 41 | 32 | 1,660 | 187 | 117 | 65 | 62 | 24 | 6 | 43 50 | 30 05 |
| Shannon | 428 | 414 | 1 | 2 | 845 | ..... | ..... | 40 | 160 | 5 | ..... | ..... | ..... |
| Shelby | 1,864 | 1,742 | 156 | 131 | 3,899 | 1,154 | 1,041 | 166 | 202 | 44 | 40 | 39 25 | 30 17 |
| Stoddard | 1,721 | 1,666 | 12 | 8 | 3,407 | 497 | 496 | 20 | 20 | 25 | ..... | 25 00 | ..... |
| Stone | 430 | 374 | 2 | ..... | 806 | 11 | 6 | 1 | ..... | 10 | 4 | 27 56 | 26 25 |
| Sullivan | ..... | ..... | ..... | ..... | 3,819 | ..... | ..... | ..... | ..... | 51 | 33 | 31 29 | 24 25 |
| Taney | 613 | 519 | 6 | 7 | 1,145 | 155 | ..... | ..... | ..... | 12 | 2 | 25 00 | 26 42 |
| Texas | 1,430 | 1,153 | 11 | 12 | 2,606 | 180 | 116 | 321 | 284 | 19 | 7 | 30 00 | 17 50 |
| Vernon | 1,568 | 1,423 | 29 | 17 | 3,037 | 1,038 | 992 | 25 | 22 | 45 | 16 | 41 00 | 32 00 |
| Warren | 1,907 | 1,681 | 152 | 142 | 3,882 | 1,086 | 887 | 119 | 83 | 38 | 8 | 41 00 | 31 00 |
| Washington | 1,701 | 1,724 | 100 | 113 | 3,640 | 710 | 701 | 227 | 237 | 36 | 19 | 41 68 | 33 60 |
| Wayne | 1,318 | 1,195 | 20 | 21 | 2,554 | 559 | 431 | 60 | 66 | 27 | 9 | 30 63 | 25 00 |
| Webster | 1,853 | 1,818 | 47 | 36 | 3,754 | 1,206 | 1,072 | 24 | 22 | 41 | 11 | 34 31 | 31 50 |
| Worth | 1,028 | 969 | ..... | ..... | 1,997 | 671 | 579 | 46 | 37 | 24 | 21 | 33 04 | 24 38 |
| Wright | 1,100 | 1,227 | 10 | 15 | 2,352 | 697 | 813 | ..... | ..... | 34 | 4 | 26 66 | 20 00 |
| Total | ..... | ..... | ..... | ..... | 584,026 | 133,243 | 116,484 | ..... | ..... | 4,615 | 2,531 | 38 60 | 29 81 |

* Four townships not reported.
† Seven townships not reported.
‡ Three townships not rep'ted
§ One township not reported.
‖ One township not reported.
¶ Four townships not reported
** Eight townships not reported.
†† Nine townships not reported.
‡‡ Eleven townships not rep'ted

# NEBRASKA.

Hon. S. D. BEALS, *superintendent of public instruction, Lincoln.*

This Bureau having failed in many and repeated efforts to procure an educational report, no statement of the condition of schools in Nebraska can be presented.

As in the case of Arizona Territory, no reply has been received to any of the communications which have been addressed to persons supposed to be interested in educational matters.

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# NEVADA.

Fourth annual report, for the year 1868; the Hon. A. N. Fisher, superintendent.

Notwithstanding the peculiar disadvantages incident to the settlement of a mineral country, public schools, mainly free, are established in every populous district, and during the past two years have been taught for a greater average number of months, with one or two possible exceptions, at a greater expense per census child, by teachers employed at a larger average salary, than elsewhere in the United States. The average length of time during which public schools were maintained in the State during the past year, was 7.28 months. The average monthly wages of teachers is: ma es, $157 41; females, $107 28. The amount of the State school fund in 1868 was $23,000. The constitution of the State provides that "all proceeds of lands granted by the United States to the State of Nevada are hereby solemnly pledged for educational purposes, and shall not be transferred to any other fund for any other uses." This fund is also increased by all fines collected under the penal laws of the State, 2 per cent. of the gross proceeds of toll roads and bridges, all estates that may escheat to the State, and 5 per cent. of proceeds of lands sold within the State by the General Government. This fund can be used for no other purpose than the payment of teachers' wages.

## BOARD OF PUBLIC INSTRUCTION.

The general control of schools is vested in a State superintendent of public instruction, who, with the governor and State surveyor, form a board of public instruction. The governor is president and the superintendent is secretary of this body. The superintendent holds office for four years, and receives a salary of $2,000 yearly, and his traveling expenses. It is his duty to apportion State moneys, furnish instruction to school officers, and visit each county once a year. County affairs are managed by the county superintendent, who is elected for two years.

The school law provides that "negroes, Mongolians, and Indians shall not be admitted into the public schools; but the board of trustees of any district may establish a separate school for their education, and use the public-school funds for support of the same." This interdict mainly affects the negro race, since neither Mongolian nor Indian children, except a few living in white families, manifest any desire to attend the public schools, and, there being but few colored people in any single locality, the permissive provision is practically inoperative. "But one colored school has been attempted in the State during the year, and it was soon discontinued, on account of extraordinary expense. As few of the colored race are able to afford private tuition, we have growing up among us juvenile parials, condemned by our State to ignorance and its attendant vices. We believe this inhibition unwise, unjust, and unconstitutional."

| | |
|---|---|
| **Amount paid for—** | |
| Teachers' salaries | $48,324 55 |
| Sites, buildings, &c | 16,774 45 |
| School apparatus | 87 47 |
| Contingent expenses | 7,243 67 |
| Total | 72,430 11 |
| **Amount received from—** | |
| Balance on hand | $7,785 85 |
| State apportionment | 14,440 61 |
| County taxes | 40,546 14 |
| District taxes | 16,148 54 |
| Miscellaneous sources | 2,298 74 |
| Rate bills and subscriptions | 3,604 53 |
| Total | 84,824 41 |

| | |
|---|---|
| Number of children in the State: | |
| Between six and eighteen years | 3,293 |
| Attending public schools | 1,661 |
| Attending private schools | 496 |
| Not attending any school | 642 |
| Mongolian children | 4 |
| Negro children | 18 |
| Number of schools in the State | 39 |
| Number of school districts | 26 |
| Number of male teachers | 12 |
| Number of female teachers | 32 |
| Valuation of school-houses and furniture | $39,331 41 |
| Valuation of apparatus | $263 87 |
| Valuation of school libraries | $450 00 |

## *List of school officers.*

Hon. A. N. FISHER, *superintendent of public instruction, Dayton.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. |
|---|---|---|
| Churchill | | |
| Douglas | R. G. Dean | Genoa. |
| Elko | W. V. Hudson | Mountain City. |
| Esmeralda | Ira P. Hale | Aurora. |
| Humboldt | T. J. Negus | Golconda. |
| Lander | F. H. Harmon | Austin. |
| Lincoln | | |
| Lynn | J. C. Hazlett | Dayton. |
| Nye | John Power | Belmont. |
| Ormsby | R. R. Parkinson | Carson. |
| Storey | J. W. Whitcher | Virginia City. |
| Washoe | A. F. Hitchcock | |
| White Pine | H. S. Herrick | Hamilton. |

*Table of statistical details of schools in Nevada for* 1869.

*School year ending August* 31, 1868.

| Counties. | EXPENDITURES. | | | | | | RECEIPTS. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Teachers' salaries. | Sites, buildings, repairs, and school furniture. | School apparatus. | Rent, fuel, and contingent expenses. | Total expenses. | Balance. | Balance on hand at beginning of school year. | State apportionment. | County taxes. | District taxes. | Miscellaneous sources. | Rate bills and subscriptions. | Total credits. |
| Douglas | $3,138 38 | ..... | ..... | $325 55 | $3,463 93 | $92 59 | ..... | $915 74 | $1,827 19 | ..... | $14 72 | $798 87 | $3,556 52 |
| Esmeralda | 2,089 47 | $640 12 | ..... | 86 25 | 2,815 84 | 344 08 | $10 00 | 634 63 | 2,157 13 | ..... | ..... | 358 16 | 3,159 92 |
| Humboldt | 2,178 39 | 114 20 | ..... | ..... | 2,292 59 | 1,516 43 | 1,099 93 | 261 70 | 831 04 | ..... | 1,616 35 | ..... | 3,809 02 |
| Lander | 5,531 28 | 6,388 03 | $87 47 | 1,877 01 | 13,883 79 | 866 90 | 2,122 09 | 1,155 33 | 5,100 45 | $6,372 82 | ..... | ..... | 14,750 69 |
| Lyon | 4,203 11 | 4,946 45 | ..... | 526 29 | 9,675 85 | 957 11 | ..... | 1,355 79 | 5,399 62 | 3,325 88 | 551 67 | ..... | 10,632 96 |
| Nye | 934 80 | ..... | ..... | 207 03 | 1,141 83 | 1,632 56 | 157 34 | 547 78 | 2,069 27 | ..... | ..... | ..... | 2,774 39 |
| Ormsby | 5,467 16 | 3,679 66 | ..... | 348 25 | 9,495 07 | 608 30 | 1,371 93 | 2,113 73 | 4,053 38 | 956 83 | ..... | 1,607 50 | 10,103 37 |
| Storey | 18,474 54 | 1,005 96 | ..... | 3,873 29 | 23,353 79 | 6,016 98 | 2,782 01 | 6,132 28 | 14,007 47 | 5,493 01 | 116 00 | 840 00 | 29,370 77 |
| Washoe | 6,307 42 | ..... | ..... | ..... | 6,307 42 | 359 35 | 242 55 | 1,323 63 | 5,100 59 | ..... | ..... | ..... | 6,666 77 |
| Totals | 48,324 55 | 16,774 42 | 87 47 | 7,243 67 | 72,430 11 | 12,394 30 | 7,785 85 | 13,440 61 | 40,546 14 | 16,148 54 | 2,298 74 | 3,604 53 | 84,824 41 |

# NEW HAMPSHIRE.

The annual report for 1869 estimates the number of children in the State between four and fourteen years of age as about 78,830. The number attending schools was 74,913; decrease for the year, 2,225. The number not attending school (imperfectly reported) is 3,917; increase for the year, 689.

There were 2,480 public schools in the State, with 3,799 teachers, 521 of whom are male and 2,432 female. There has been an increase in the number of male teachers during the year of 44, and a decrease of 33 in the number of female teachers. The average wages of male teachers per month is $36 09, and of female teachers $20 71. The number who have taught the same school two or more successive terms is 965, being an increase for the year of 342.

The estimated value of school property was $1,411,650 50, being an increase of $264,438 34. The amount raised by tax for the support of schools was $315,738 86, being an increase for the year of $33,132 28, and $66,331 82 beyond the sum required by law. The total amount expended for schools, exclusive of school-committees' compensation, was $372,218 77, an increase for the year of $38,753 15, making the average amount for each scholar $4 96. Compensation of school committee, $11,270 33. Number of visits made by them, 13,805.

The average school term is reported as increasing in length, and is now (1869) eighteen and one-fourth weeks, the average for 1868 being a week and a half longer than that for 1867. The number of school-houses reported unfit for use is 422, or not quite 19 per cent., being a decrease for the year of 5. The average attendance of registered pupils is improving, and is now about 70 per cent. But 30 per cent. is too much to throw away upon irregular attendance. It is thought that the true remedy for the trouble is in having professionally educated teachers, who will know how to make the schools attractive to the children. The truant law is "pretty nearly a dead letter," since the several towns are merely permitted to execute its provisions by enacting by-laws. It is thought that, by trained and skillful teachers, it would be possible "so to teach and manage a school that attendance upon it shall be felt by the child to be a delight as well as a duty;" and it is hoped that the State will not much longer be without a normal school. For some years, until recently, the teachers of New Hampshire have been nearly devoid of means of professional culture, but now this want is partially supplied by a regular system of voluntary associated effort and by institutes.

There are reported eleven county educational associations, each of which meets two or three times a year in the county. Teachers' institutes have been held in the several counties since the act passed by the legislature appropriating money to defray expenses. Four were held in the fall and two in the spring, 1869, with generally a good attendance, and having accomplished much good. The best talent that could be found, "either in the State or out of it," was secured for the instruction of the institutes in the best modes of common-school instruction and management. The reëstablishment of teachers' institutes in this State "is the retrieval of a backward and downward step—a step that it is to be hoped will never be taken again."

## REPORT OF JUNE, 1870.

The annual report to the June session of the legislature, 1870, Hon. A. C. Hardy, superintendent, is just received, and gives the following:

| | |
|---|---|
| Number of schools in the State | 2,528 |
| Aggregate number of children attending public schools | 35,475 |
| Average attendance | 45,735 |
| Number between 4 and 14 years of age not attending any school | 5,743 |
| Number of teachers employed | 3,489 |
| Gentlemen teachers | 624 |
| Lady teachers | 3,157 |
| Wages per month of gentlemen teachers, including board | $36 59 |
| Wages per month of lady teachers, including board | $21 62 |

## TEACHERS' INSTITUTES.

Institutes have been held in seven different counties during the year, which were quite as successful as any ever held in the State. Working in a field where the very name "institute" aroused prejudice in many minds, they have won their way to receive the commendation of all classes who have been brought in contact with them. Their design was twofold—to improve the teachers professionally and to arouse a general interest in the cause of education.

## LECTURES.

Special efforts have been made during the year to awaken an interest among the people by gratuitous lectures given by the friends of education throughout the State.

This plan originated at an institute meeting, when it was resolved that the superintendent should issue circulars appealing to every influential friend of education in the State to aid in organizing lectures in every town upon educational subjects, by contributing funds or lecturing gratuitously. The result was that between forty and fifty lectures were given during the year. It is the intention to perfect the arrangement for the coming year, so that a lecture shall be given in each town in the State.

### DECREASE IN CHILDREN, TEACHERS, AND SCHOOL FUNDS.

The number of school districts shows a slow decrease in the right direction. One of the great evils in our schools is the excessive number of districts, thereby creating many very small schools with very little money, which makes it necessary to employ *cheap* (!) teachers and hold short terms of school. Probably one-half the schools in the State will not average 12 pupils; as, including the city and village schools, the average is but about 18.

The statistics also show quite a decrease in the number of scholars attending school during the past year. We can account for this in only one way—a gradual decrease of children in the State. This fact is an argument in favor of the reduction of school districts.

The "average attendance" shows that only about two-thirds of the pupils are present throughout the term. This is a great evil, and indicates that something is wrong somewhere.

There has been a decrease of 310 "different persons" employed as teachers. This is a cheering indication, and it is "a consummation devoutly hoped for" that the time will come when the number of teachers employed and the number of schools shall be the same. Changing teachers, save for good and sufficient reason, is usually a positive loss to the school. There has been a slight advance in wages. When we *pay more* we shall *require more*, and our schools will *consequently* be worth more. It is simply a question whether an investment in *brains* "pays."

There has also been a slight decrease of "teachers teaching for the first time," and also an increase of the number "teaching two or more terms in the same school." We find, as we might justly expect, a very perceptible increase of teachers who have attended teachers' institutes. With the opportunities the State now provides, it is criminal on the part of teachers to *neglect* the advantages of institute instruction.

There has been a very perceptible decrease in the "amount of money expended for schools," and also in the "length of schools in weeks," which arises, in a great measure, doubtless, from the fact that this is the year when the "dog tax" is not available. What a pity that we should not have more dogs, or be able to tax them higher, so that we might be able to educate our children better!

We are glad to record a large increase in the value of "school-houses and lots," and a corresponding decrease of houses unfit for their purpose. It is hoped, from the questions in the new registers, to obtain hereafter more accurate returns in this respect.

The "amount expended on each scholar" the last year was only $4 87. This sum is altogether too small. It should be double what it now is, in justice to the children who are so soon to become the men and women of our State. No interest demands so imperatively the generous nurture of the State as the education of its future citizens.

### HIGHER INSTITUTIONS OF LEARNING.

In response to circulars of inquiry sent by the superintendent to all persons in charge of educational institutions in the State whose address he could obtain, information was furnished him respecting twenty-four different institutions of learning. In addition to these it is believed there are many still unrepresented, and it is hoped that all will be reported next year.

### DARTMOUTH COLLEGE.

Located at Hanover; incorporated December 13, 1769; president, Rev. Asa Dodge Smith, D.D., LL.D. The institution embraces an academical, a medical, a scientific, an agricultural, and an engineering department. The academical or classical department is the oldest. The medical department was established in 1798, and the scientific department, known as the Chandler Scientific School, in July, 1852; the agricultural department, or the New Hampshire College of Agriculture and the Mechanic Arts, in 1868; and the department of engineering, called the Thayer School of Engineering, though endowed, has not yet been put into operation. The endowment of all the departments, excluding buildings, libraries, apparatus, &c., is not far from $300,000. The number of alumni is as follows:

| | |
|---|---|
| Academical department | 3,615 |
| Medical department | 1,141 |
| Scientific department | 144 |
| Total | 4,900 |

The number of students by the last catalogue, in the different departments, is as follows:

| | |
|---|---|
| Academical department | 287 |
| Medical department | 52 |
| Scientific department | 70 |
| Agricultural department | 7 |
| Total | 418 |

The faculty number about thirty-five.

### CHANDLER SCIENTIFIC DEPARTMENT, DARTMOUTH COLLEGE.

This department was established by a resolution of the trustees, in acceptance of the sum of $50,000, bequeathed to them in trust by Abiel Chandler, late of Walpole, and formerly of Boston, Massachusetts. The object and scope of this department, in the language of the will of Mr. Chandler, is to afford instruction "in the practical and useful arts of life, comprised chiefly in the branches of mechanics and civil engineering, the invention and manufacture of machinery, carpentry, masonry, architecture, and drawing, the investigation of the properties and uses of the materials employed in the arts, the modern languages and English literature, together with book-keeping, and such other branches of knowledge as may best qualify young persons for the duties and employments of active life."

### NEW HAMPSHIRE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

This institution was organized to meet the requirements of Congress in the grant appropriating certain lands for industrial schools, and was incorporated by a legislative act of the State in 1866. New Hampshire was entitled to 150,000 acres of landscrip, which was sold in 1867 for the sum of $80,000 and the proceeds invested in six per cent. State bonds.

The general government of the college is vested in nine trustees, five of whom are appointed (one from each councilor district) and commissioned by the Governor, and four by the trustees of Dartmouth College. The trustees were authorized by the act of incorporation to locate the institution at Hanover in connection with Dartmouth College.

## MANCHESTER.

In the schools of Manchester, during 1869, 78 different teachers were employed—10 males and 68 females. Sixty-three only are required at the same time, but the changes which took place required the employment of the larger number.

There were forty-six different day schools, one high, six grammar, ten middle, twenty primary, one intermediate, and eight ungraded suburban schools. The whole number of scholars was 3,500. The average attendance, 2,100. The high school graduated last year 22 pupils.

The salaries of the male teachers have varied from $800 to $1,800, the principal of the high school only receiving $1,800, and two principals of grammar schools receiving $1,500 each, while the others received $1,100, $1,200, and $1,300, respectively. The salaries of the females were from $350 to $800, one only receiving the latter sum. In addition to these, two music teachers were employed.

There were three evening schools, which 200 children attended, some of whom being unable to read or speak a word of the English language, the employment of a French teacher was necessary.

The expense of all the schools, aside from repairs of school-houses, was $39,201 86.

The committee say: "We are constantly having our best teachers picked away by those who are willing to pay more than we do."

To supply the want resulting from the calling away of teachers a training school was established, not a distinct locality or school-house for that purpose, but a plan which should secure the object. They have provided for the selection of young ladies who propose to devote themselves to teaching, and who are willing thus to be employed, and have placed them, without compensation, in some of the schools with old and experienced teachers, to acquire experience. Several excellent teachers have been secured in this way.

The school year now consists of three terms, two of twelve and one of sixteen weeks, forty weeks in all.

In regard to the attendance of teachers at the State and county meetings, the superintendent, Hon. J. G. Edgerly, says: "If a teacher cannot spend time to discuss educational questions, to attend educational meetings, to make careful preparation out of

school for the labors of the school-room, another should be found who is not so much occupied, and who is not content to teach as well to-day as he taught yesterday."

Lessons in music, by instructors employed for the purpose, have been given in every school for the past three years, and it is now a regular exercise, the same as arithmetic and geography. The committee are satisfied that it is a branch of instruction which ought not to be neglected.

The superintendent complains of the course of study pursued, with reference to grammar. He says: "How vague and unsatisfactory the ideas which our pupils gain from such terms as auxiliary, antecedent, correlative, coördinate, proposition, passive, impersonal, infinitive, logical, synopsis, &c." He says that more oral instruction should be given and time devoted to practical exercises in composition and conversation, in learning to "speak and write the language correctly." "Our pupils must be taught that it is important to acquire a good use of language, and that success in business does not depend entirely upon mathematical knowledge, as oftentimes young men fail of desirable positions on account of the misuse of their mother tongue."

The practical exercises in learning the correct use of language should commence in the lower grades, and no pupil should be led to suppose he has mastered the subject because he can repeat rules like the following: "A *noun* or *pronoun* used for explanation or emphasis, by being predicated of another, or put in opposition with another, must be in the same case." The system is wrong and should be corrected.

## *Table of statistical details of schools in New Hampshire for 1869.*

Hon. A. C. HARDY, *superintendent of public instruction, Concord.*

| Counties. | Number of towns. | Number of districts. | Number of schools. | Whole number of different scholars 4 years of age and upward, attending school not less than two weeks. | | Average attendance of scholars during the year. | Number of children between 4 and 14 years of age not attending school anywhere. | Number of male teachers employed during the year. | Number of female teachers employed during the year. | Number of different persons employed as teachers. | Wages of male teachers a month, including board. | Wages of female teachers a month, including board. | Number of teachers teaching for the first time. | Number of teachers teaching the same school two or more successive terms. | Number of teachers employed who have attended teachers' institutes. | Whole length of summer schools, in weeks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Boys. | Girls. | | | | | | | | | | | |
| Rockingham | 38 | 219 | 257 | 3,432 | 5,181 | 6,610 | 269 | 162 | 316 | 356 | $41 58 | $24 71 | 52 | 140 | 173 | 2,137 |
| Strafford | 13 | 131 | 186 | 3,186 | 3,301 | 5,334 | 256 | 52 | 230 | 255 | 47 92 | 23 66 | 32 | 112 | 118 | 1,877 |
| Belknap | 11 | 146 | 162 | 2,065 | 1,763 | 2,278 | 249 | 26 | 163 | 173 | 37 03 | 21 51 | 31 | 59 | 79 | 889 |
| Carroll | 18 | 204 | 190 | 2,671 | 2,251 | 3,104 | 170 | 50 | 243 | 241 | 27 90 | 19 25 | 30 | 53 | 64 | 1,121 |
| Merrimack | 26 | 313 | 338 | 4,974 | 4,441 | 4,933 | 426 | 63 | 417 | 507 | 32 04 | 20 37 | 83 | 15 | 228 | 3,070 |
| Hillsborough | 30 | 275 | 350 | 6,307 | 5,936 | 7,372 | 2,959 | 83 | 473 | 537 | 37 97 | 24 21 | 89 | 212 | 289 | 2,404 |
| Cheshire | 22 | 225 | 259 | 3,571 | 3,238 | 4,446 | 263 | 34 | 354 | 366 | 42 45 | 23 32 | 61 | 91 | 171 | 1,858 |
| Sullivan | 15 | 168 | 209 | 2,234 | 1,965 | 2,853 | 339 | 57 | 232 | 254 | 33 98 | 20 01 | 52 | 74 | 107 | 1,010 |
| Grafton | 38 | 395 | 420 | 5,172 | 4,527 | 6,696 | 545 | 73 | 552 | 603 | 31 75 | 20 01 | 103 | 139 | 184 | 4,607 |
| Coos | 21 | 155 | 157 | 1,863 | 1,684 | 2,129 | 267 | 24 | 177 | 197 | 33 37 | 19 15 | 25 | 36 | 56 | 957 |
| Total | 232 | 2,230 | 2,528 | 35,475 | 34,287 | 45,755 | 5,743 | 624 | 3,157 | 3,489 | 36 59 | 21 62 | 558 | 931 | 1,469 | 16,930 |

*Table of statistical details of schools in New Hampshire, &c.*—Continued.

| Counties. | Average length of schools for the year, in weeks. | Estimated value of school-houses and lots, with appurtenances. | Estimated value of maps, charts, reference books, blackboards, globes, and other school apparatus. | Cost of school-houses built and repaired during the year, including land, fences, and permanent furniture. | Compensation paid for services of superintending committees. | Number of volumes in school, district, social, or town library. | Amount of money raised by town tax for support of schools. | Amount of money raised by town or district tax, beyond what the law requires. | Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools beyond what is raised by town or district tax. | Amount of the literary fund. | Amount of railroad tax for support of schools. | Amount of income from local funds for the schools. | Average amount appropriated for each scholar. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rockingham | 22. 00 | $217, 150 00 | $1, 688 00 | $6, 930 00 | $827 25 | 9, 609 | $44, 135 28 | $9, 420 50 | $686 00 | $2, 054 84 | $848 31 | $559 30 | $4 72 |
| Strafford | 20. 00 | 143, 910 00 | 1, 580 75 | 2, 270 86 | 667 50 | 10, 618 | 27, 418 45 | 13, 300 00 | 1, 710 00 | 1, 294 79 | 1, 751 54 | 66 00 | 4 25 |
| Belknap | 11. 63 | 53, 110 00 | 329 00 | 1, 096 00 | 723 83 | 6, 057 | 10, 585 93 | 1, 638 00 | 198 10 | 660 56 | 249 05 | 396 05 | 4 14 |
| Carroll | 12. 43 | 38, 359 00 | 130 10 | 1, 076 50 | 514 25 | 850 | 9, 522 58 | 2, 241 50 | 1, 045 20 | 698 35 | 183 06 | 1, 064 20 | 3 18 |
| Merrimack | 13. 40 | 166, 298 00 | 1, 253 50 | 2, 400 00 | 451 50 | 12, 517 | 30, 527 39 | 235 33 | 4, 402 48 | 488 35 | 1, 794 96 | 767 99 | 4 44 |
| Hillsborough | 18. 04 | 387, 521 00 | 6, 295 00 | 22, 258 90 | 2, 950 50 | 21, 588 | 84, 017 95 | 13, 638 60 | 3, 739 95 | 1, 768 19 | 737 51 | 1, 002 06 | 5 97 |
| Cheshire | 18. 52 | 128, 094 00 | 1, 306 50 | 5, 085 00 | 1, 069 00 | 8, 624 | 25, 593 97 | 6, 067 50 | 426 75 | 2, 979 07 | 349 85 | 909 15 | 5 08 |
| Sullivan | 28. 61 | 70, 061 00 | 876 00 | 2, 340 00 | 634 60 | 3, 109 | 18, 522 83 | 3, 300 00 | 1, 313 00 | 690 33 | 470 17 | 637 38 | 4 32 |
| Grafton | 13. 62 | 198, 656 00 | 1, 584 70 | 5, 178 58 | 1, 099 75 | 12, 272 | 26, 775 54 | 5, 950 62 | 3, 614 40 | 2, 033 98 | 864 68 | 677 86 | 3 99 |
| Coos | 12. 44 | 35, 825 00 | 212 50 | 10, 690 00 | 531 00 | ..... | 10, 706 75 | 2, 360 50 | 2, 929 00 | 450 39 | 74 00 | 169 13 | 3 61 |
| Total | 17. 06 | 1, 438, 014 00 | 15, 256 05 | 60, 225 84 | 9, 469 18 | 85, 244 | 287, 806 67 | 58, 152 55 | 19, 664 88 | 13, 119 45 | 7, 323 08 | 6, 249 12 | 4 37 |

# NEW JERSEY.

The annual report for the year ending December 2, 1869, of the State Superintendent of Public Instruction, Hon. E. A. Apgar, contains the following items:

| | |
|---|---|
| The number of children in the State between five and eighteen years | 240,370 |
| Number enrolled in public schools | 192,001 |
| Number of school-houses reported | 1,381 |
| Number of private schools in State | 351 |
| Total value of public school property | $2,980,996 |
| Number of visits to schools made by county superintendents | 2,643 |

Of the children in the State between five and eighteen years of age, 66 per cent. have attended the public schools; 14 per cent. have attended private schools; and 20 per cent. have attended no school.

Of those attending the public schools, 11 per cent. attended the entire year; 14 per cent. attended between eight and ten months; 17 per cent. attended between six and eight months; 21 per cent. attended between four and six months; and 37 per cent. attended less than four months. The aggregate number that attended the entire year is 14,510, and the number that attended for periods less than four months is 50,650. The number enrolled is 143,674, and the average attendance is 70,285, or 49 per cent. of the entire enrollment.

We have in the State 696 districts in which the schools are free, and 634 in which they are still supported in part by tuition fees collected from those who attend. In 75 districts the schools during the past year were made free, which before were only partially so. While it is to be regretted that our schools are not all free, it is encouraging to know that there is a growing sentiment in favor of making them free, and sooner or later the legislature will undoubtedly be induced to pass such a law as will accomplish this desirable object.

If the action necessary to make free schools is not taken by the legislature soon, I am confident that the people themselves, by the exercise of that authority only which is already granted them, namely, that of raising what district school tax they please, will make them free by their own voluntary act.

Two-thirds of the children of the State between the ages of five and eighteen attended the public schools for a longer or shorter period. Only one-seventh of the children attend private schools, and one-fifth are reported as attending no school. It must be remembered that this one-fifth includes all who are at both the extreme limits of school age; that few children commence going to school before they are six or seven years of age, and that most of these leave the school at the age of fifteen or sixteen. It is estimated that those children considered too old and those considered too young to attend school constitute nearly as large a proportion as the number who attend no school.

The school law requires all schools to be kept open at least five months each year, and in case of failure to comply with this requirement they forfeit their share of the State appropriation derived from the revenue of the State. In 312 districts the schools have been open between five and eight months, and in 940 they have been open more than eight months during the year. The average period for all the schools in the State in months is 8.8. The average in Hudson County, which is the highest, is 10.6.

Six hundred and thirty-four schools are still to be made free; 58 per cent. of the children enrolled in our public schools attend less than one-half the year—their attendance should be increased; 47 schools in the State last year were kept open less than five months—they should be open at least eight or ten months; 152 school-houses denominated very poor need rebuilding, and 272 denominated poor need repairing; 182 school-houses in the State need out-houses, which, to the great shame of the districts tolerating such a disgrace, now have none, and, in addition to these, 335 need their out-houses rebuilt or repaired, which now only have indifferent ones.

## THE NORMAL SCHOOL.

The number of students in attendance at the normal school continues to increase from term to term, and many districts in all parts of the State are being supplied with well qualified teachers who are graduates of this institution. This school fully deserves the excellent reputation it enjoys and the continued patronage of the State it receives.

## RUTGERS SCIENTIFIC SCHOOL.

The Rutgers Scientific School, which has been designated by the legislature of New Jersey as the State College for the benefit of agriculture and the mechanic arts, has been steadily improving its course of study and increasing its corps of instructors, and is now very fully and efficiently equipped. The faculty consists of the president, Rev. Dr. Wm. H. Campbell, the vice-president, Prof. G. H. Cook, a professor of chemis-

try and agriculture, a professor of mathematics and natural philosophy, a professor of rhetoric and mental philosophy, a professor of engineering and military science, a professor of mining and metallurgy, a professor of history, political economy and constitutional law, a professor of modern languages, a tutor in chemistry and a tutor in mathematics.

The following courses of study are provided:

First, a course in civil engineering and mechanics; second, a course in chemistry and agriculture; third, a special course in chemistry; fourth, a special course in agriculture.

The first two courses are of three years; the last two, of two years. The number of students in the institution the past year has been 53. Of these 45 were from New Jersey, 4 from other States, and 4 from the Empire of Japan. The students from this State represented the counties as follows: Bergen, 1; Cumberland, 2; Essex, 7; Mercer, 4; Middlesex, 13; Monmouth, 5; Morris, 5; Passaic, 1; Somerset, 6; and Union, 1.

Under the law of the State, free tuition is granted to 40 students, which are distributed among the counties in proportion to their population.

## JERSEY CITY.

Hon. JOSEPH MCCOY, *city school superintendent.*

According to the report for 1869 there were in the city—

| | |
|---|---|
| White children, between five and eighteen years of age | 11,726 |
| Colored children, between five and eighteen years of age | 96 |
| Total | 11,822 |
| Number in public schools, (day) | 6,173 |
| Number between five and eighteen in evening schools | 931 |
| Enrolled twice | 150 |
| Whole number between five and eighteen instructed in public schools | 6,954 |
| Number between five and eighteen who have attended private schools | 4,258 |
| Number between five and eighteen who have attended no schools | 610 |
| Number of adult pupils in evening schools | 256 |
| Number of all ages in evening schools | 1,187 |
| Number of teachers | 63 |
| School for colored children | 1 |
| Number of colored children in school | 40 to 80 |

### ATTENDANCE.

The difference between the average register number and the average attendance number gives proof of a fact which is worthy of close attention. It is that a very large number of children who ought to be in the schools are not to be found there. The average register number is 3,835, the average attendance number is 2,923, showing that nearly 24 per cent. of those who are members of the schools are absent. The number of those who are never in any school by day or by night for any period of time, however short, during the year, is not large, being only 610, according to the last census taken under the State school law in August, 1868; yet the great difference between the total number admitted and taught and the average attendance is remarkable. The average attendance is 38 per cent. of the whole number admitted and taught. This shows that a very large number of those who go to school are there for so short a time that their attendance is merely nominal.

### EVENING SCHOOLS.

The schools were opened in accordance with the resolutions of the board of education on the 16th of October, and were continued fifteen weeks, exclusive of the holidays.

In evening school No. 1, the average attendance was 35¼ per cent. of the whole number registered; in No. 2, 29¼ per cent.; in No. 3, (girls,) 37½ per cent. When we take into consideration the facts that we have but one school for girls while there are two for boys, and therefore many of the girls have a much greater distance to travel to reach school than the boys; also that bad weather, and the dangers and discomforts of being in the streets at nights, affect boys far less than girls, we should naturally expect the attendance of boys to be much more regular than that of girls. As we find, on the contrary, the attendance of the girls to be the best, we are inclined to think that very many of the younger boys are at play in the streets or attending low places of amusement, when supposed by their parents to be at school. There have been taught during

the winter one hundred and forty men and women. These have been the most faithful and successful of the pupils. When men and women, some of them far beyond the school age, attend school, they are in earnest. Sometimes the father and his son, the mother and her daughter, have sat as pupils at the same desk. There were some that did not miss attending school for an evening during the whole term. One of these was a girl who had to walk every evening from her home near the Hoboken boundary line. In the evening school for girls, one-sixth of the average attendance never were absent. When the schools were opened, thirteen teachers were employed exclusive of the principals, but as the attendance diminished, some were discharged, so that at the close only eight teachers remained.

In many instances, during the past three winters, applicants for admission to the schools have been found so ignorant of the English language that no English teacher could be understood by them, and they have gone away discouraged. Most of these pupils are men who only understand German; several are Swedes; all are quite intelligent.

### THE NORMAL SCHOOL.

In no part of our system, says the report, has the improvement in management, attendance and progress of the pupils been so great as in this school. The course of instruction embraces such studies as are taught in the grammar departments of the public schools, the principles of teaching as a science, the proper methods of imparting instruction in the several branches of knowledge required to be taught in the primary and grammar departments, and the principles and rules requisite for the general discipline and management of classes and schools. The work of instruction is divided among the four male principals of the public schools, who meet their classes every Saturday from nine till twelve o'clock a. m. The number of teachers of the public schools enrolled as pupils in the normal school has averaged about thirty-five. The number of those who attend with the intention of preparing themselves to become teachers varies from twelve to twenty.

## NEWARK.

Population, 100,000. City superintendent, Hon. George B. Sears. Report for 1869 includes the following:

| | |
|---|---|
| Estimated number of children between five and eighteen years of age | 23,421 |
| Number registered in schools | 12,033 |
| In day schools | 10,855 |
| In evening schools | 1,078 |
| In Saturday normal school | 100 |
| Average number registered in day schools | 6,590 |
| Average per cent. of daily attendance | 88.8 |
| Cost of tuition per pupil in day schools | $13 96 |
| Number of pupils in colored schools | 115 |
| Total number of teachers | 167 |
| In evening schools | 23 |
| Estimated value of school-houses, (exclusive of sites) | $360,000 00 |
| Total current expenses | $109,756 34 |

"It is impossible," remarks the superintendent, "to institute any comparison between our own schools and those of other cities, or of our State with those of other States, unless some uniform system of enrollment and attendance can be established, and also some uniform age which shall be regarded by each city or State as the proper school age, and shall be made the basis of census returns.

"Some report all children between five and eighteen, some between five and fifteen, and others between five and twenty-one years of age, and base the percentage of enrolled pupils upon the whole number between these different periods.

"We hope the educational department at Washington will do something in the way of securing uniformity throughout the cities and States of our country in these particulars."

### COLORED SCHOOL.

This school has done a good year's work. The attendance has been better than for many years, and yet there ought to be more colored children in school. The schoolhouse is not large, but if put in good repair and well furnished, would well accommodate all who attend. The average attendance last year has been greater than in any previous year since the organization of the school, which is 81. The building has capacity for 100 pupils, but it needs thorough repairs.

The principal is a good scholar, and the pupils are well taught. The evening school for colored youths has been held in this building, and well attended by young persons

of both sexes. While the school was established at the request of a large number of young men and for their benefit, I regret that so few have availed themselves of its advantages. The great majority of the evening school pupils were females. The prevailing complaint of this, as of other evening schools, is irregularity.

### SATURDAY NORMAL SCHOOL.

Our Saturday normal school is still furnishing its usual quota of teachers. If this supply were cut off we should be very much embarrassed to procure teachers. The time and labor saved to the board by the present method of examination through the normal school more than compensates for all the expense of the school. When a vacancy occurs we are not obliged to advertise and examine a large number of applicants; we have them already examined.

While I decidedly approve the general policy of the board in employing our home material, we may go too far even in this direction and get too many young teachers on our list. While the management and instruction of the youngest pupils would seem to demand experience and mature judgment, yet our young ladies of eighteen years of age generally succeed well, with the assistance of the principals. A failure sometimes occurs, but it is an exception to the general rule. But it is better not to have a great proportion of apprentices at one time.

Of the whole number of teachers now in the employ of the board, 110 are graduates of our Saturday normal school. The graduating class is larger this year than that of any former year, numbering 28—24 females and 4 males.

*Table of statistical details of schools in New Jersey for 1869.*

E. A. APGAR, *superintendent public instruction, Trenton.*

| COUNTY SUPERINTENDENTS. | | | | | ATTENDANCE. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| County. | Name. | Post office. | Whole number of children between 5 and 18 years of age residing in the district or part of district. | Average number of months the schools have been kept open. | Number of children between 5 and 18 years of age enrolled in the school register during the year. | Number who have attended ten months or more during the year. | Average number who have attended school during the time it has been kept open. | Number of male teachers employed. | Number of female teachers employed. | Average salary per month paid to male teachers. | Average salary per month paid to female teachers. |
| Atlantic | Calvin Wright | Absecom | 4,716 | 7.6 | 3,479 | 266 | 2,024 | 34 | 36 | $51 22 | $28 07 |
| Bergen | Alexander Cass | Englewood | 7,970 | 10. | 4,551 | 309 | 2,172 | 30 | 31 | 54 75 | 37 37 |
| Burlington | William Hutchinson | Mt. Holly | 15,889 | 8.1 | ..... | ..... | ..... | 32 | 153 | 43 62 | 26 50 |
| Camden | Alexander Gilmore | Camden | 13,127 | 8. | 6,910 | 1,500 | 3,855 | 29 | 50 | 51 11 | 32 48 |
| Cape May | Maurice Beesley | Dennisville | 2,418 | 6.8 | 2,008 | ..... | 1,301 | 23 | 20 | 47 92 | 27 95 |
| Cumberland | Albert R. Jones | Shiloh | 9,349 | 7.9 | 7,113 | 308 | 3,905 | 43 | 83 | 41 50 | 23 78 |
| Essex | Charles M. Davis | Bloomfield | 33,700 | 9.7 | 16,291 | 1,551 | 9,602 | 46 | 198 | 76 44 | 34 92 |
| Gloucester | William Milligan | Woodbury | 6,410 | 8.3 | 4,674 | 282 | 1,894 | 43 | 62 | 45 58 | 27 24 |
| Hudson | William L. Dickinson | Jersey City | 31,496 | 10.6 | 20,906 | 5,107 | 9,603 | 34 | 179 | 101 00 | 42 72 |
| Hunterdon | John C. Rafferty | Flemington | 10,822 | 9.5 | 7,832 | 470 | 3,455 | 76 | 71 | 39 00 | 28 00 |
| Mercer | William J. Gibby | Princeton | 12,385 | 9.8 | 6,295 | 1,183 | 3,324 | 35 | 92 | 52 00 | 28 37 |
| Middlesex | Ralph Willis | Spotswood | 12,045 | 9. | 7,364 | 824 | 3,563 | 28 | 92 | 53 20 | 30 32 |
| Monmouth | Samuel Lockwood | Keyport | 14,279 | 9. | 2,519 | 283 | 4,087 | 55 | 94 | 43 65 | 29 80 |
| Morris | Robert H. DeHart | Morristown | 12,401 | 9. | 8,434 | 649 | 4,474 | 61 | 95 | 41 65 | 26 33 |
| Ocean | W. F. Brown | Point Pleasant | 4,421 | 7.5 | 2,835 | 83 | 1,167 | 34 | 25 | 47 95 | 22 03 |
| Passaic | J. C. Cruikshank | Little Falls | 11,796 | 9. | 8,188 | 55 | 4,180 | 39 | 77 | 51 00 | 29 00 |
| Salem | William H. Reed | Woodstown | 7,544 | 8.4 | 4,855 | 367 | 2,089 | 52 | 93 | 39 58 | 27 93 |
| Somerset | F. J. Frelinghuysen | Raritan | 6,926 | 10. | 5,029 | 452 | 2,374 | 42 | 82 | 42 72 | 33 38 |
| Sussex | E. A. Stiles | Deckertown | 7,688 | 7.6 | 4,912 | 266 | 2,120 | 81 | 96 | 29 61 | 27 32 |
| Union | N. W. Pease | Elizabeth | 9,240 | 9.6 | 5,027 | 153 | 2,929 | 22 | 70 | 61 45 | 31 02 |
| Warren | Joseph S. Smith | Asbury | 10,131 | 8.5 | 7,452 | 402 | 2,067 | 52 | 60 | 45 19 | 27 75 |
| Total | | | 244,683 | 8.8 | 143,674 | 14,510 | 70,285 | 941 | 1,670 | 50 48 | 29 63 |

* The report from Burlington County for 1869 was not received in time to be incorporated in this report. All the statistics for that county, except the State appropriation, are taken from the report of 1868.

*Table of statistical details of schools in New Jersey*—Continued.

| County. | COUNTY SUPERINTENDENTS. Name. | Post Office. | FINANCIAL STATEMENT. Amount of apportionment from State appropriation. | Amount of apportionment from township tax. | Amount of apportionment from surplus revenue. | Amount of tuition fees collected during the year. | Amount of district school tax voted for payment of teachers' salaries. | Total amount of district school tax ordered to be raised. | Total amount from all sources for public school purposes. | Present value of the school property. |
|---|---|---|---|---|---|---|---|---|---|---|
| Atlantic | Calvin Wright | Absecom | $1,986 10 | $11,246 00 | ..... | $958 67 | $6,415 80 | $11,691 97 | $26,084 74 | $36,940 00 |
| Bergen | Alexander Cass | Englewood | 3,200 89 | 20,929 00 | ..... | 6,024 04 | 6,163 17 | 30,546 30 | 60,700 23 | 106,250 00 |
| Burlington* | William Hutchinson | Mt. Holly | 6,610 22 | 37,869 54 | $4,329 03 | 1,659 78 | 2,100 00 | 26,984 14 | 77,401 71 | 115,150 00 |
| Camden | Alexander Ingmore | Camden | 5,049 71 | 17,523 50 | 1,841 33 | 1,405 11 | 23,466 50 | 45,066 00 | 70,685 65 | 141,730 00 |
| Cape May | Maurice Beesley | Dennisville | 991 38 | 6,220 00 | 534 29 | 479 61 | 1,196 11 | 2,060 76 | 10,896 04 | 19,264 00 |
| Cumberland | Albert R. Jones | Shiloh | 3,745 06 | 14,135 00 | 1,766 13 | 2,679 12 | 10,890 00 | 31,575 00 | 53,909 31 | 92,430 00 |
| Essex | Charles M. Davis | Bloomfield | 13,584 88 | 26,100 00 | ..... | 1,244 55 | 106,857 70 | 186,395 71 | 227,325 14 | 652,050 00 |
| Gloucester | William Milligan | Woodbury | 2,703 27 | 13,428 96 | 1,346 82 | 6,484 63 | 2,031 68 | 15,340 78 | 39,304 46 | 66,350 00 |
| Hudson | William L. Dickinson | Jersey City | 12,555 65 | 5,400 00 | ..... | ..... | 141,743 52 | 277,659 47 | 295,615 12 | 613,070 00 |
| Hunterdon | John C. Rafferty | Flemington | 4,484 75 | 27,624 50 | 1,020 50 | 13,043 15 | 3,765 02 | 13,211 02 | 59,383 92 | 91,710 00 |
| Mercer | William J. Globy | Princeton | 5,026 41 | 18,309 11 | 1,075 11 | 3,098 13 | 18,752 29 | 34,152 84 | 61,751 40 | 121,951 00 |
| Middlesex | Ralph Willis | Spotswood | 4,926 25 | 37,575 00 | ..... | 2,939 12 | 4,819 25 | 14,120 40 | 59,560 77 | 70,196 00 |
| Monmouth | Samuel Lockwood | Keyport | 5,859 29 | 44,773 00 | 3,504 51 | 2,336 82 | 617 40 | 14,186 72 | 70,660 14 | 121,000 00 |
| Morris | Robert H. Dellart | Morristown | 5,120 59 | 32,891 50 | 3,331 51 | 3,189 34 | 3,833 00 | 13,983 00 | 58,594 94 | 120,150 00 |
| Ocean | W. F. Howa | Point Pleasant | 1,834 22 | 11,922 00 | 804 13 | 991 91 | 3,448 68 | 13,655 17 | 28,697 43 | 35,869 00 |
| Passaic | J. C. Cruikshank | Little Falls | 4,849 18 | 10,596 50 | ..... | 1,559 00 | 27,530 00 | 63,649 29 | 80,646 97 | 121,150 00 |
| Salem | William H. Reed | Woodstown | 3,135 99 | 13,666 00 | 3,497 79 | 5,733 57 | 3,079 91 | 16,149 22 | 41,175 57 | 54,350 00 |
| Somerset | F. J. Frelinghuysen | Raritan | 2,838 42 | 20,421 00 | 3,321 23 | 6,274 67 | 8,111 38 | 12,154 71 | 45,010 03 | 97,875 00 |
| Sussex | E. A. Stiles | Deckertown | 3,157 62 | 20,243 00 | 2,267 08 | 8,482 58 | 2,453 72 | 7,876 97 | 42,027 19 | 64,675 00 |
| Union | N. W. Pease | Elizabeth | 3,760 45 | 9,243 00 | ..... | 2,468 85 | 27,899 40 | 45,911 58 | 61,394 68 | 134,750 00 |
| Warren | Joseph S. Smith | Asbury | 4,366 02 | 24,361 25 | ..... | 4,511 30 | 12,625 00 | 38,240 34 | 71,478 91 | 105,975 00 |
| Total | | | 99,815 35 | 423,868 86 | 27,539 46 | 75,557 69 | 419,628 69 | 915,354 39 | 1,542,135 75 | 2,960,996 00 |

# NEW YORK.

In the sixteenth annual report of the Hon. Abram B. Weaver, superintendent of public instruction, dated February 26, 1870, he gives a brief outline of the present system of public instruction, from which the following abstract is made:

The system of public instruction is conducted through the free common schools, numbering 11,750, of which 681 are graded or union schools. They are located in the several districts, and are open to all resident children, of school age, without any charge for tuition. They are supported partly from the revenues of the United States deposit fund, the common-school fund, and the free-school fund, annually apportioned to them, and partly by local taxation. They are under the direct management of elected trustees, who, besides attending to many minor affairs, employ and pay the teachers, and report in a prescribed form to the school commissioners. It is the duty of the commissioners to examine persons proposing to teach, and to license such as are qualified; to visit and examine the schools; to advise trustees and teachers in matters of discipline and instruction; to use their influence generally to promote sound education, and to make to the superintendent of public instruction an annual report containing an abstract of the reports of trustees, with such other matter as may be required. To supply these schools with competent instructors, the State, besides supporting in part the teachers' classes in academies, provides for an annual institute in each county, maintains six normal and training schools, and has authorized the establishment of three more. As auxiliary to all this, it has expended within the last twenty years about $1,000,000 to build up school district libraries, and continues to dispense annually $55,000 for their maintenance.

The general administration of the entire system, as well as the supervision of the teachers' institutes and normal schools, devolves upon the superintendent. The institutions patronized by the State for the instruction of deaf-mutes and of the blind are also subject to his visitation; and the schools for the Indian children upon the several reservations are almost exclusively under his control. It is his duty to apportion the public funds, and to see that they are faithfully applied; to prepare forms and regulations for returns and other business transactions; to give advice and direction to officers and other persons concerned in the operations of the department; to attend generally to the efficient execution of the system in all parts of the State, and to submit to the legislature an annual report showing the condition of the schools and institutions under his supervision, estimates and accounts of apportionments and expenditures of school moneys, with such suggestions as he shall deem expedient. To this system the State is devoted as a part of its civil polity. It requires the schools to be kept in operation for a prescribed period of time in each year. It provides a large portion of the means to pay the teachers, and the authority to collect the residue by tax. It provides for the condemnation of worthless school-houses, and for building suitable ones. It requires school officers to execute these purposes under penalty of fine, forfeiture of salary, and removal from office.

## PARTIAL SUMMARY OF STATISTICS.

| | |
|---|---|
| Number of school districts | 11,750 |
| Number of children of school age, five to twenty-one, September 30, 1869 | 1,463,299 |
| Number enrolled in the public schools during the year | 998,664 |
| Number of teachers who taught twenty-eight weeks or more during the same period | 17,140 |
| Number of private schools | 1,491 |
| Number of pupils attending private schools | 125,931 |
| Percentage of children attending schools | 76 |
| Total receipts for school purposes | $11,312,325 36 |
| Reported value of school-houses and sites | $18,449,048 00 |

The total payments do not differ much from the total receipts. More detailed statements appear in the following groups of statistics and in the tables.

## THE SCHOOL SYSTEM OF NEW YORK.

In 1853 a law was passed permitting school districts, either severally or jointly, to resolve themselves into union free-school districts, with boards of education having authority to grade and classify the several schools under their charge, to establish departments in which the usual academic studies may be pursued, and to exercise other powers over educational matters either not possessed or infrequently used by the trustees of common-school districts.

But the State does not monopolize the work of school instruction, nor attempt to exclude others from it. On the contrary, outside and independent of its own public system, it tolerates unincorporated private schools, and, up to the present time, has

chartered about 40 literary colleges and 420 academies. Twenty-two of the colleges, with some changes in names and plans, are still in operation. Of the academies, about 200 are conducted under their original charters; about 80 have been absorbed in the organization of union free schools, and the others are either dormant or dead. The last two classes of institutions named constitute collectively what there is of the University of the State of New York, and are subject to the visitation of the board of regents. They are required to report to that body, and observe other regulations conducive to the purposes for which they were established. To such of the academies as comply with this and other specified requirements, the sum of $61,000 is annually distributed by the regents, according to the number of scholars who sustain the prescribed examination, and the number of students in the teachers' classes. These colleges and academies are to some extent regulated, assisted, and used by the State; but they are private corporations, organized by the voluntary act of their proprietors, and operated on their account and at their pleasure. The State has no authority to fix the charges for tuition nor even to keep them in existence.

The colleges are nominally, and the academies are in fact, under the supervision of the regents, whose duty it is to prescribe the course of study to be pursued in the latter, and to apportion to them the moneys above referred to, from the revenues of the literature fund, with such further sum as may be appropriated from the income of the United States deposit fund. Besides having the legal power to incorporate such institutions, and to grant diplomas and honorary degrees, they "are authorized and required by themselves or their committees to visit and inspect all the colleges and academies in this State, examine into the condition and system of education and discipline therein, and make an annual report of the same to the legislature." They also have charge of the State library and State cabinet of natural history, and, jointly with the superintendent of public instruction, have control of the State Normal School at Albany.

The board of regents, who have supervision over the medical colleges and academies, practically can do nothing but visit and report. If the academies and colleges have not exhibited the vigor and thrift that characterize the common schools, it is because they have not had such ample resources and thorough administrative discipline as those schools; and the reason why they have not enjoyed those advantages is, that the State has never undertaken to provide free academic instruction.

The academic departments in the union schools are free only by voluntary local taxation. The statute expressly provides that the public funds, apportioned to such schools, shall be applied to the support of departments below the academic. Many of the academies have availed themselves of the privilege to become public schools; and all may, whenever the communities where they are located shall adopt them.

The State itself has but one system of education, which it maintains and enforces, and that is organically a unit. It is the system of public instruction, embracing 11,750 schools, organized and supported upon one general plan.

The primary object of the State, in bestowing free education upon its citizens, is not to benefit individuals as such, but to qualify them properly for their relations and duties to each other as members of the same community.

In the matter of supervision of the schools, a school commissioner has charge of all the free schools in each assembly district, of which there are 113, with an annual salary of $800. In certain districts where the demands upon the commissioner are unusually great, boards of supervisors have discretionary power to increase salaries.

Speaking of these district commissioners, the superintendent says:

"Their supervision reaches to every village and hamlet of the State; and upon the intelligent as well as faithful discharge of their official duties devolves in an important measure the advancement and success of our free-school system. No part of the educational work is more important. It is indispensable to efficiency and success. It cannot, indeed, produce good schools without qualified teachers and adequate funds; and the converse of this is almost as uniformly true. It would be as reasonable to expect any other comprehensive enterprise to prosper without direct local oversight, as public instruction. What the schools need is not indifferent supervision, costing little or nothing, but honest and thorough supervision at fair compensation. Paying for such service, the State is entitled to receive it."

To secure greater promptness on the part of the district commissioners in making their annual abstracts of the reports of the school trustees, he recommends the passage of a law fixing the date upon which it will be obligatory upon them to make their reports to the superintendent; failure to cause absolute forfeiture of the salary for the current quarter, unless excused by the superintendent.

The schools of New York not having been rendered absolutely free to all the children in the State until 1867, the report, and the reports of the district commissioners appended, are of great interest, as showing the marked improvement that has come from rendering the schools absolutely free. Upon this point the superintendent says that, "taking any former year as a standard, and considering the length of school terms and the number of scholars in attendance as material elements of comparison, the effort to extend to all the youth in the State the advantages of education during the year was more

than ordinarily successful. The public school system of this State is but an orderly plan of the people to educate themselves. For more than half a century they have been engaged in perfecting it, adopting every known improvement with little regard to expense. From a partial and humble provision at the outset, they have built it up to the present comprehensive proportions, which embrace every locality and every class, and manage it with a liberality that offers to all a free and sufficient education. The strength of the system consists in the general conviction of its necessity, and in the unoffending fairness with which its advantages are dispensed. Nothing is taught by authority in the public schools except plain elementary facts and principles, which it is good for all to know, and which, if the State has any right to educate, may properly be inculcated."

The general school statistics of this State are as follows:

### SCHOOL DISTRICTS AND SCHOOL-HOUSES.

The number of school districts in the State, as reported, was:

| | |
|---|---|
| In 1868 | 11,733 |
| In 1869 | 11,748 |
| Increase | 12 |

The number of school-houses, and their classification according to the materials of which they are constructed, are as follows:

| Years. | Log. | Frame. | Brick. | Stone. | Total. |
|---|---|---|---|---|---|
| 1868 | 167 | 9,885 | 1,096 | 526 | 11,674 |
| 1869 | 151 | 9,894 | 1,140 | 518 | 11,703 |

Their number and classification, as reported for the years 1859 and 1869, are as follows:

| Years. | Log. | Frame. | Brick. | Stone. | Total. |
|---|---|---|---|---|---|
| 1859 | 281 | 9,801 | 903 | 591 | 11,576 |
| 1869 | 151 | 9,894 | 1,140 | 518 | 11,703 |
| Increase | ... | 93 | 237 | .... | 127 |
| Decrease | 130 | ..... | ..... | 73 | ..... |

The sums spent in each year, since 1859, for school-houses, out-houses, sites, fences, furniture, and repairs, were as follows:

| Years. | Cities. | Rural districts. | Total. |
|---|---|---|---|
| 1860 | $361,321 80 | $280,968 83 | $642,290 63 |
| 1861 | 427,786 17 | 228,390 85 | 656,177 02 |
| 1862 | 389,316 56 | 210,852 44 | 600,169 00 |
| 1863 | 242,547 53 | 186,961 40 | 429,508 93 |
| 1864 | 370,815 34 | 276,485 89 | 647,301 23 |
| 1865 | 516,902 04 | 282,258 66 | 799,160 70 |
| 1866 | 489,348 67 | 480,875 92 | 970,224 59 |
| 1867 | 1,012,482 87 | 700,624 14 | 1,713,107 01 |
| 1868 | 1,166,076 28 | 1,017,988 67 | 2,184 064 95 |
| 1869 | 1,401,464 03 | 1,053,988 98 | 2,455,453 01 |
| Total | $6,378,061 29 | $4,719,395 78 | $11,097,457 07 |

The reported value of school-houses and sites was:

| | |
|---|---|
| In 1868 | $16,459,485 |
| In 1869 | 18,449,048 |

The average value of school-houses and sites is:

| | |
|---|---|
| In the cities | $29,400 52 |
| In the rural districts | 678 17 |

In the previous years the average value of school-houses and sites in the rural districts was as follows: in 1868, $604 98; in 1867, $593 92; in 1866, $433 02. These figures show that the average value of school-houses in the rural districts is nearly 57 per cent. greater than it was three years ago. This rapid increase in value proves that the people appreciate the importance of comfortable and commodious school-houses, and that, encouraged by a State system which promises stability, and which affords increased facilities each year for the acquirement of useful instruction, they are willing

to tax themselves largely to assist in carrying out the plan. The govern school districts is a pure democracy.

### CHILDREN AND ATTENDANCE.

The whole number of children between the ages of five and twenty-one reported, was—

| Years. | Cities. | Rural districts. |
|---|---|---|
| 1868 | 605,924 | 858,745 |
| 1869 | 607,583 | 855,716 |

The average daily attendance in all the schools, excluding fractions, during three years, was as follows:

| Years. | Cities. | Rural districts. |
|---|---|---|
| 1867 | 164,565 | 255,392 |
| 1868 | 166,645 | 279,223 |
| 1869 | 178,607 | 289,814 |

The returns for 1867 represent the attendance during the last year of the exi the rate-bill system. Since it was abolished, although the school terms have b sideraly lengthened, the attendance, both in the aggregate and upon the aver largely increased. Notwithstanding the fact that the average length of school the rural districts has advanced from thirty weeks and three days in 1867, to th weeks and four days in 1869, the average attendance for each day of the len term is 48.464 greater than it was for the shorter one in the most prosperous der the discarded rate-bill system.

The average length of terms in the cities was forty-two weeks and two d the whole State, thirty-five weeks and one day. The actual expense of mai the common schools during the year, was—

| | |
|---|---|
| In the cities | $5,08 |
| In the rural districts | 4,80 |
| Total | 9,88 |
| Corresponding total for 1868 | 9,04 |
| Increase | $84 |

The following table shows the entire amount expended during the year for port of our public educational system, but not including the appropriations orphan asylums and other charitable institutions:

| | |
|---|---|
| For the wages of common school teachers | $6,09 |
| For district libraries | 2 |
| For school apparatus | 20 |
| For colored schools | 6 |
| For buildings, sites, furniture, repairs, &c | 2,45 |
| For other expenses incident to the support of common schools | 1,04 |
| State appropriation for support of academies | 4 |
| State appropriation for teachers' classes in academies | 1 |
| For teachers' institutes | 1 |
| For normal schools | 7 |
| For Cornell University | 1 |
| For Indian schools | |
| For department of public instruction | 2 |
| For regents of the University | |
| For printing registers for school districts | 1 |
| For balance due for printing Code of Public Instruction | |
| Total | $10,10 |

### TEACHERS.

The whole number of teachers employed in the common schools was—

| Years. | Males. | Females. |
|---|---|---|
| 1868 | 5,918 | 21,865 |
| 1869 | 6,230 | 22,080 |

The number reported as "employed at the same time for twenty-eight weeks or more," has steadily increased since the passage of the act making twenty-eight weeks the legal school term, as will be seen by the table herewith submitted:

| Years. | No. employed in cities. | No. employed in rural districts. | Total. |
|---|---|---|---|
| 1865 | 3,410 | 12,068 | 15,478 |
| 1866 | 3,566 | 12,100 | 15,666 |
| 1867 | 3,568 | 12,040 | 15,608 |
| 1868 | 3,998 | 12,598 | 16,596 |
| 1869 | 4,334 | 12,803 | 17,140 |

The following table shows the ratio of the number of teachers to the number of scholars in the towns, cities, and in the State at large:

| | No. of children over 5 and under 21 years of age for each qualified teacher. | Whole number of children attending school any portion of the year for each qualified teacher. | Average daily attendance per teacher. | Per cent. of average daily attendance on whole number of children between 5 and 21 years of age. | Per cent. of average daily attendance on whole number of children attending school any portion of the year. |
|---|---|---|---|---|---|
| Towns | 67 | 49 | 23 | 33.37 | 46.76 |
| Cities | 140 | 88 | 41 | 29.40 | 47.15 |
| State | 85 | 58 | 27 | 32.01 | 46.90 |

The following statement shows by whom the teachers employed in the schools were licensed:

| | By normal schools. | By supt. pub. instruction. | By local officers. | Total. |
|---|---|---|---|---|
| Cities | 227 | 414 | 4,351 | 4,992 |
| Rural districts | 174 | 554 | 22,590 | 23,318 |
| Total for 1869 | 401 | 968 | 26,641 | 28,310 |
| Total for 1868 | 384 | 1,000 | 26,399 | 27,783 |

The amount expended for teachers' wages was—

| Years. | Cities. | Rural districts. | Total. |
|---|---|---|---|
| 1868 | $2,564,592 90 | $3,032,914 04 | $5,597,506 94 |
| 1869 | 2,790,068 90 | 3,302,111 69 | 6,092,180 59 |
| Increase | $225,476 00 | $269,197 65 | $494,673 65 |

The average annual salary for each teacher, calculated from the foregoing statements, was: In the cities, $642 87; in the rural districts, $257 86; in the State, $355 02.

The State provides for the training of its teachers in three ways: by teachers' classes in private academies; by normal schools; and by the holding of teachers' institutes in various parts of the State, paying the salaries of the teachers during their attendance.

### TEACHERS' CLASSES IN ACADEMIES.

Teachers' classes have been maintained in ninety academies designated for that purpose by the board of regents, in conformity with the provisions of the law. There have been in attendance upon these classes 564 males and 1,001 females, making a total of 1,565.

### NORMAL SCHOOLS.

Six are now in successful operation, two having been opened within the last year. The buildings for two more are so far advanced as to insure their completion before

September next. When all these school shall be in operation their maintenance will cost the State annually about $140,000. The only requital that is expected for this outlay is the service of the graduates as teachers in our public schools, for such compensation as their superior qualifications will command.

*Table showing the prominent facts, with a statement of the receipts and expenditures for the last year.*

| Location and name. | When established. | When opened. | Value of lot and buildings. | Value of furniture. | Value of library and apparatus. | Total value of lot, buildings, and apparatus. | Whole number of graduates since school was opened. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | Total. |
| Albany—State normal school. | 1844 | 1844 | $75,000 00 | $3,000 00 | $6,000 00 | $84,000 00 | 671 | 1,038 | 1,709 |
| Brockport—Normal and training school. | 1866 | 1867 | 110,000 00 | 4,200 00 | 8,364 00 | 122,564 00 | 2 | 8 | 10 |
| Buffalo—Normal and training school. | 1857 | ..... | ..... | ..... | ..... | 100,000 00* | ..... | ..... | ..... |
| Cortland—Normal and training school. | 1868 | 1869 | 89,500 00 | 6,500 00 | 2,000 00 | 98,000 00 | ..... | ..... | ..... |
| Fredonia—Normal and training school. | 1866 | 1867 | 97,900 00 | ..... | ..... | ..... | ..... | 2 | 2 |
| Geneseo—Wadsworth normal and training school. | 1867 | ..... | ..... | ..... | ..... | 70,000 00* | ..... | ..... | ..... |
| Oswego—Normal and training school. | 1863 | 1863 | 60,000 00 | 5,500 00 | 9,000 00 | 74,500 00 | 20 | 294 | 314 |
| Potsdam—Normal and training school. | 1866 | 1869 | 94,818 00 | 3,998 00 | 6,033 00 | 94,849 00 | ..... | ..... | ..... |

* Estimated.

## TEACHERS' INSTITUTES.

Fifty-six institutes were held in fifty-five counties during the calendar year 1869 with an attendance of 3,009 male, and 6,486 female teachers, making a total of 9,495. The sessions have generally been two weeks in duration.

The average number attending each institute has never been exceeded. The attendance of male teachers was greater than ever before. The aggregate attendance was 78.8 per cent. of the whole number of teachers employed for "twenty-eight weeks or more" in the counties where institutes were held.

The special work of the institute in imparting professional instruction in regard to improved methods of teaching, in stimulating teachers to greater zeal and activity and in promoting uniformity of plan and management in the schools of each county, is one of leading importance. Unless the schools are supplied with competent teachers the money expended for their support is wasted, and the valuable time of thousands of youth is worse than squandered. Until other agencies shall have been greatly multiplied, institutes must be relied upon for that work.

*Comparative summary for the ten years ending December 31, 1869.*

| Years. | Number of counties. | Number of institutes. | Number of teachers in attendance. | Average number of teachers per county. | Average number of teachers per institute. | Per cent. of attendance on the whole number of teachers. | Amount paid by State. | Average [illegible] per county. | Average expense [illegible] |
|---|---|---|---|---|---|---|---|---|---|
| 1860 | 47 | 54 | 5,913 | 126 | 109 | 48.1 | $6,419 62 | $136 59 | $1 [illegible] |
| 1861 | 48 | 53 | 7,556 | 157 | 145 | 61 0 | 8,092 77 | 168 60 | 1 [illegible] |
| 1862 | 53 | 62 | 9,444 | 181 | 152 | 75.8 | 8,665 16 | 166 63 | [illegible] |
| 1863 | 47 | 55 | 9,027 | 192 | 164 | 72.4 | 9,680 28 | 205 96 | 1 [illegible] |
| 1864 | 50 | 54 | 7,594 | 150 | 139 | 60.7 | 9,991 62 | 199 83 | 1 [illegible] |
| 1865 | 54 | 63 | 8,887 | 165 | 141 | 73.6 | 14,916 39 | 276 22 | 1 [illegible] |
| 1866 | 59 | 69 | 8,453 | 143 | 136 | 69.8 | 15,150 37 | 291 35 | 1 [illegible] |
| 1867 | 55 | 68 | 9,676 | 176 | 147 | 80.3 | 20,437 39 | 371 59 | 2 [illegible] |
| 1868 | 56 | 61 | 10,377 | 185 | 170 | 93.3 | 17,832 10 | 318 43 | 1 [illegible] |
| 1869 | 55 | 56 | 9,495 | 173 | 170 | 78.8 | 18,053 86 | 328 25 | 1 [illegible] |

### DISTRICT LIBRARIES.

The condition of the school district libraries is notorious. To describe it would be simply to rehearse, with little variation, the oft-repeated story of neglect and waste, that may be found in every annual report from this department for the last fifteen years. Popular indifference is much to blame for this deplorable condition; but the lax policy of the State, which has permitted the library money to be used for other purposes, is still more culpable. Except in the comparatively few cases of villages and populous districts where the amount of money received has been considerable, and has been faithfully applied, the system (if such it can properly be called, as now regulated by law) is little better than a bungling device to fritter away $55,000 annually, under the pretense of increasing, but with the practical effect, as the statistics show, of reducing the number of books from year to year. A plan, originally framed to befriend libraries, has been vitiated by later enactments, so that it has operated to rob them, destroy respect for them, and well nigh ruin them.

But in 1858 a provision was adopted allowing the districts, upon certain conditions, which have been sometimes complied with, but more frequently disregarded, to use the money for apparatus and teachers' wages. The decline was thereby accelerated, and has continued without interruption, so that, in 1858, the whole number of volumes was 1,402,253; in 1863, 1,172,404; in 1868, 1,064,830; in 1869, 1,026,130. Thus it appears that since 1853 there has been a decrease of more than half a million in the number of books reported, notwithstanding there has been apportioned to the districts $880,000 of library money.

The returns show that the instances are rare in which even the ceremony of asking consent to divert the funds has been complied with.

### INDIAN SCHOOLS.

According to the returns, the total number of Indian children, between the ages of five and twenty-one years, residing upon reservations in this State on the 30th day of September, 1869, was 372 less than the number at the corresponding date in the preceding year.

Neither the aggregate nor the average daily attendance upon these schools has been so large as during the preceding year. The cost of their maintenance was $1,000 less than in 1868, chiefly because there has been less building and repairing of schoolhouses.

It is now about fourteen years since the State assumed the charge of providing for the education of the Indian children living within her borders. The results of the policy, although not discouraging, are not strongly marked. The Indians are a peculiar race of people, and any attempt to judge them by the standard of merit set up for ourselves will produce impressions of Indian character altogether unfavorable. They are decidedly averse to work and study. Nevertheless, as it is evident they must work, or die out altogether, it seems proper that the effort to teach them how to work advantageonsly should be continued.

The number of schools in operation during the past year was 26; and the average length of time in session about thirty-three weeks. The number of teachers employed was 39, of whom 17 were Indians. The number of pupils registered as having attended school some portion of the year is 1,002; and the average daily attendance amounted to 482. The total expenditures for these schools amounted to $6,834 44.

### INSTITUTION FOR DEAF-MUTES.

The State of New York has not neglected the education of those who are in charitable institutions. Prominent among these is the institution for deaf-mutes. Established nearly fifty-three years ago, it has developed into the largest and, perhaps, the most complete and thorough institution of its kind in existence. It constantly employs a corps of 28 skilled teachers, 16 of whom are educated deaf-mutes. The course of instruction, which has been tested by fifty years successful experience, remains unchanged except in details. The language of signs has, in this institution, always been the great instrument of instruction, and has been so improved that a distinctive sign may now be used for every word in the English language. Instruction in articulation has not been neglected, although it is confined mostly "to those pupils who retain a remnant of speech or hearing." Experiments are, however, being made to test the possibility of conferring material benefit by this kind of instruction upon those entirely deaf and dumb.

The number of pupils remaining in the institution December 31, 1869, was 535, an increase of 45 over the number reported last year. Of these, 337 are State pupils, 142 are supported by counties, 33 by the State of New Jersey, and the remaining 23 by their own friends or by the institution. The appropriation of $105,000 for the support of State pupils during the current fiscal year will prove ample.

### NEW YORK INSTITUTION FOR THE BLIND.

Under existing provisions of law no pupils are supported in this institution at the expense of the State, except those from the counties of New York and Kings. The number of pupils in the institution is, however, quite as large as at any time heretofore. The total number under instruction during the year was 157. Of these, 21 have been discharged in consequence of expiration of terms, leaving in the institution, at the close of the calendar year, 136, of whom 64 are males and 72 are females.

As the law now stands, children under twelve years of age cannot be appointed State pupils. It is claimed by the managers of the institution, and generally concurred in by all who have knowledge of such matters, that this restriction is injurious, as it operates to deprive pupils of the means of acquiring an education until a time in life so late that there has been opportunity for the contraction of bad habits, which the patient labor of months, perhaps of years, hardly suffices to eradicate. The State institution for the blind, at Batavia, is hampered by no such conditions; but is permitted to receive all blind persons residing within the State, excepting those from the counties of New York and Kings, who, in the opinion of the board of managers, may be "of suitable age and capacity for instruction."

## NEW YORK CITY.

From the annual report of the board of education for the year ending December 31, 1869, including the report of the president of the board, Hon. R. L. Larremore, and that of the city superintendent, Hon. S. S. Randall, with those of three assistant superintendents, the following brief extracts have been made:

| | |
|---|---|
| Total population of the city, (census, June 1870,) | 926,341 |
| Number of youth in the city of school age, (five to twenty-one,) | Not given. |
| Number enrolled in public schools | 235,032 |
| Average attendance | 102,892 |
| Number of schools | 268 |
| Number of teachers | 2,411 |
| Receipts for the year | $3,164,983 62 |
| Expenditures for the year | $2,961,361 2[illegible] |
| Value of school property | Not given |

The following detailed statement of the various classes of schools and number of pupils taught in them, is from the report of the president of the board.

### WHOLE NUMBER OF SCHOOLS.*

| Schools. | White. | Colored. | Total. |
|---|---|---|---|
| Normal schools | 1 | 1 | |
| Grammar schools, boys | 44 | 2 | |
| Grammar schools, girls | 43 | 2 | |
| Grammar schools, mixed | 3 | 3 | |
| Primary schools | 94 | 3 | |
| Corporate schools | 37 | 4 | |
| Evening schools, male | 16 | ..... | |
| Evening schools, female | 11 | ..... | |
| Evening schools, mixed | ..... | 3 | |
| Evening high school, male | 1 | ..... | |
| Total | 250 | 18 | 268 |

### ENROLLMENT AND ATTENDANCE.

| Public schools. | Average attendance. | Whole number taught. |
|---|---|---|
| Grammar schools and primary departments | 68,813 | 150,316 |
| Primary schools | 17,182 | 43,477 |
| Colored schools | 795 | 2,000 |
| Evening schools | 8,706 | 19,537 |
| Normal schools | 496 | 950 |
| Total | 95,992 | 216,280 |

* A committee appointed by resolution of the board of education to examine "into the whole public school system," reports that "there are 117 schools in the department of public instruction in the city of New York," and that "the whole number of schools and departments is 239."—*Report of* 1869, *p.* 30.

*Enrollment and attendance*—Continued.

| Corporate schools. | Average attendance. | Whole number taught. |
|---|---|---|
| New York Orphan Asylum | 155 | 186 |
| Roman Catholic Orphan Asylum | 861 | 1,027 |
| Protestant Half-orphan Asylum | 166 | 314 |
| House of Refuge | 869 | 1,560 |
| Leake and Watts' Orphan House | 100 | 142 |
| Colored Orphan Asylum | 197 | 293 |
| American Femal Guardian Society and Home Industrial School | 1,061 | 4,272 |
| New York Juvenile Asylum | 637 | 1,185 |
| House of Reception of New York Juvenile Asylum | 104 | 970 |
| Ladies' Home Missionary Society | 384 | 965 |
| Five Points House of Industry | 382 | 1,150 |
| Children's Aid Society | 1,896 | 6,594 |
| Nursery and Child's Hospital School | 88 | 94 |
| Total | 102,892 | 235,032 |

## COLLEGE OF THE CITY OF NEW YORK.

The College of the City of New York is connected with, and forms a part of, our system of public instruction; it is under the management of the twelve school commissioners who constitute the board of trustees of the college.

The college has, besides the president, eleven professors, fifteen tutors and instructors, and eight other officers, including librarians and janitors; the aggregate annual salaries of all being $90,223 50.

The only building devoted to the use of this college contains twenty recitation-rooms, two lecture-rooms, two drawing-rooms, one chapel, one library, one laboratory, two offices for the president, apartments for the janitor, and several store-rooms. The value of the building and grounds is estimated at $150,000.

## SATURDAY NORMAL SCHOOL.

"This institution, under the immediate charge of Assistant Superintendent Kiddle,* as principal, aided by Assistant Superintendents Harrison and Calkins, and several of our most experienced teachers, continues to exert a highly beneficial influence upon our system of public instruction."

## EVENING SCHOOLS.

The first two weeks of the term are always characterized by a very large attendance, especially in the male schools, where boys assemble to have what they term "a good time," which consists in annoying inexperienced teachers.

Nearly one-third of the pupils enrolled in the evening schools left in less than one month, and about 42 per cent. continued to the close of the term. Of this number there was an evident want of regularity in attendance, as the certificates were awarded to 4,677 pupils, or about 27 per cent. of the registered number. There were many persons who caused there names to be registered, but as they came only for two or three nights they were stricken off the roll and not counted. The greatest irregularity in the attendance is seen to be in the male schools. In view of this fact, as well as others, I recommended in my report of last year the expediency of opening separate schools for adults, where they could come together without being associated with the younger class of children. Thousands would now attend, but their pride of feeling forbids them to go to a school where small boys, knowing more than they, are members, but who would joyfully attend were all adults. A few schools of this class might be opened as an experiment, and if successful others might be added. Those above sixteen years of age, and especially those over twenty-one, come to learn, and unless detained away by political excitement, which occurs at every annual election, they generally are found in their class-rooms eagerly acquiring knowledge. No one can enter them and not have the most pleasureable emotions excited in beholding their earnest endeavors to improve their minds. An evening school was opened about the middle of November, in the penitentiary on Blackwell's Island. Out of 360 prisoners, over 200 voluntarily have had their names enrolled as members of the five classes into which the school is divided.

* Now city superintendent.

### A FEW PRIMARY SCHOOL STATISTICS.

Assistant Superintendent Calkins gives the following statistics:

| | |
|---|---|
| The number of primary schools and departments, including six primary schools for colored children, now under the control of the board of education, is | 110 |
| The whole number of teachers employed in them is | 1,248 |
| The whole number of classes is | 1,068 |
| The sizes of the classes varies from 25 to 200 pupils. | |
| The largest number of teachers employed in one school is | 27 |
| The number of schools having twenty or more teachers is | 14 |
| The number of schools having less than twenty teachers, but ten or more, is | 54 |
| The number of schools having less than five teachers is | 13 |
| The whole number of pupils now belonging to these schools is | 65,450 |
| The number of pupils in classes of the two lowest grades is | 27,360 |
| The number of pupils in classes of the two highest grades is | 16,500 |
| The number of pupils in classes of the lowest grade is | 16,340 |
| The number of pupils in classes of the highest grade is | 7,625 |
| The largest number of pupils on the register of a single school is | 1,667 |
| There are seventeen schools in each of which the register number is more than | 1,000 |
| There are forty-eight schools with less than 1,000, but more than | 500 |
| The smallest school has more than one hundred pupils. | |
| There are twelve primary schools with less than two hundred pupils each. | |

### CORPORAL PUNISHMENTS.

The superintendent's report states that, "It appears from the official reports made to this department, for the year ending on the 1st of November last, that in twenty-three of the forty-eight male departments, in which alone such punishments are permissible, no corporal punishment has been inflicted; and that the average number per month in the remaining twenty-five departments has been only 30. It is satisfactorily established in my judgment, that no absolute necessity exists for a continuance of this mode of discipline, so liable to abuse, so repugnant to every sensibility of our nature, and so at variance with an enlightened system of public instruction, and the dictates of a sound public opinion. I cordially congratulate the board, therefore, on its entire abolition, and respectfully recommend the enactment of suitable provisions for the suspension or expulsion of incorrigibly vicious or contumacious pupils, and their exclusion from any public school, except upon satisfactory assurances of future good behavior."

### SECTARIAN EDUCATION—THE BIBLE IN THE SCHOOLS.

"An appropriation by the legislature of about $200,000 has recently been made for the instruction of pupils of several corporate and parochial schools upon the alleged grounds:

"1. That the public schools are incapable of furnishing the requisite accommodations for the children thus specially provided for.

"2. That no adequate provisions exist in such schools for the religious education of the pupils; and,

"3. That a very large number of Catholic pupils are virtually excluded therefrom, in consequence of the provision of the by-laws of the board, requiring the daily reading of the Bible at the opening of the schools, and the exclusion of all instruction in the peculiar tenets of their faith.

"The first objection is fully met by the report of the special committee appointed by the board in September last, from which it appears that the average attendance of pupils of the several schools under the charge of the board was only about 86,000, while the number of seats in the class and assembly rooms was nearly 126,000, showing an excess of seats over the average attendance of about 40,000.

"The Holy Scriptures, in the Protestant or Catholic versions, without note or comment are required to be read at the opening of each school, and in a large majority, the Lord's prayer is reverentially recited by pupils and teachers, followed by a devotional psalm or hymn of thanksgiving or praise. What *interpretation* shall be placed upon these Scriptures is scrupulously left to each individual for himself or herself, under such guidance, advice, and instruction as may be afforded by parents, guardians, and spiritual guides of their own denomination."

## BROOKLYN.

The statement of Hon. J. W. Buckley, city superintendent of schools, made to the State Department, December 30, 1869, gives the following information:

| | |
|---|---|
| Number of children of school age, five to twenty-one, (estimated) | 150,000 |
| Number of attendants registered | 85,795 |

| | |
|---|---|
| Average attendance | 36,738 |
| Number of teachers | 785 |
| Number of school buildings | 47 |
| Total value of school-houses and sites | $2,215,359 00 |
| Receipts for the year from all sources | $863,228 86 |
| Expenditures for the year | $799,376 03 |

### SCHOOL POPULATION OF THE CITY.

By the census of 1865, it was found that there were 108,099 children in the city, who were between the ages of five and twenty-one years. According to the ratio of increase in the population of our city, the number of school-age, at the present, cannot be much below 150,000. From the census taken by order of the Metropolitan Board of Police Commissioners, for the National Bureau of Education in 1867, we learn that there were then in attendance on private and corporate schools in our city, about 22,000 pupils. If to this number be added 1,000 for certain private schools, which declined to report their attendance, and also 86,000, which is about the register number of the city schools for the past year, we shall then find that the aggregate school attendance of the city is 109,000. This number deducted from 150,000, as above, will leave 41,000 of school-age in non-attendance on any school, public or private. By comparing the preceding with corresponding statements of former years, it will be seen that the last year shows a large advance over any preceding one, in every particular. But, notwithstanding all this, the rapid increase of our population is much in excess of the provision made for the accommodation and instruction of the children and youth of the city, who seek for admission into the public schools.

### TEXT BOOKS AND ORAL INSTRUCTION.

In connection with the more formal lessons of the text-books, we give great prominence to oral instruction, especially, in all the primary grades. In these, it is all important that correct habits of thought, attention, observation, memory, self-help, and self-reliance be carefully cultivated. This peculiar work cannot be done in this department, through the formal lessons and study of the text-book. It must be mainly by the voice and action of the living, earnest teacher, who must make herself intelligent and skillful, by a careful study of the mind of the child, and preparation in the use of the best methods of instruction, and by the exercise of a sound judgment.

### GRADED COURSE OF STUDY.

The leading idea of a graded course of study and instruction is a division of labor, by which every class of a department has its own appropriate course mapped out; each grade constituting one of a series of links, from the lowest of the primary, to the senior or graduating class of the grammar department. Here, too, the teacher of each class, has her work clearly defined in every subject of study pursued in her grade, and the amount that must be accomplished during a given term. The advantages of this course, we think, cannot fail to be apparent to any intelligent, observing, and reflecting person. In such a course, the teacher, if competent, on entering her class, can readily survey her field, make her programme for her daily guidance in the division of the subjects she is to teach, for the instruction and progress of her pupils, for which she alone is responsible. Her success or failure in the work will be apparent at the semi-annual examinations of the city superintendent, and the result reported to the local committee of the school. A record is also made of the same, in a book kept for the purpose in our office.

The course of study is divided into six primary, and six grammar-school grades, to which may be added, in the larger and more advanced schools, a supplementary grade, the studies of which include those of the higher, and more advanced of a thorough English course. Beginning with the lowest, or sixth primary grade, we proceed step by step through the department; the first class of which forms the connecting link with the sixth grammar grade, and supplies it with promotions from the primary department. The promotions are made semi-annually, after careful examination of the classes throughout the entire school, at the same time.

### PROGRESS OF FREE SCHOOLS.

The slumber of ages is broken; the nations are shaking off the slumber [illegible] by which they have for centuries been bound, and light, knowledge, liberty and religion are rapidly becoming the common blessings of all men. The spirit [illegible] awakened knows no rest. We have already realized more than our fathers anticipated in founding our institutions. Being then in the enjoyment of

ment, free schools and free institutions, if true to the principles of our fathers, the founders of these long cherished institutions, and true to ourselves, we have naught to fear.

## SYRACUSE.

The report for the year ending March 1, 1870, Hon. Edward Smith, superintendent gives the following:

### SUMMARY OF STATISTICS.

| | | Increase for the year. |
|---|---|---|
| Number of persons of school age, (five to twenty one) | 16,004 | 788 |
| Number registered in schools during the year | 8,001 | 198 |
| Average number belonging | 5,777 | 276 |
| Average daily attendance | 5,180 | 264 |
| Average per cent. of attendance or number belonging | 92.4 | |
| Number of school buildings | 17 | 1 |
| Number of schools | 36 | 3 |
| Whole number of teachers, gentlemen 11; ladies 159 | 170 | 17 |
| Number of seats in all the schools | 6,734 | 831 |
| Entire cost of education per pupil, on number belonging | $18 37 | $2 19 |
| Cost on daily attendance | $19 73 | $2 49 |

### ABSENTEEISM.

We have 60,035 days lost during the year by pupils who belonged in school, and in very many of the cases ought to have been there. There is no remedy that I know of but compulsory attendance that will reach these cases. The teachers do much, and all they can do, to secure regularity, and they are aided by a majority of parents who have these truant children, and still it is nearly the same thing over and over again year after year.

### DISCIPLINE.

Suspensions have been the principal outward means used for securing regular attendance and good deportment. The cases of suspension for misconduct number 301; of these 214 were restored, leaving 87 not reinstated. During the year there have been suspended for irregular attendance 411. Of these 245 have been restored. This is but little more than half the number that were reported last year. The facts, so far as we have tested them, abundantly prove that the experience of abolishing corporal punishment from the public schools has proved a success, and it has now been tried three years; long enough to have proved a failure if it is ever to be a failure.

## ALBANY, ROCHESTER, BUFFALO, POUGHKEEPSIE, BINGHAMTON, AND OTHER CITIES.

The reports of the city superintendents not being generally included in the report of the State superintendent of New York, and the published report of schools in these cities not having been received by this Bureau, no special information relating to their schools can be given. General statistics will be found in the tables which follow.

## *List of school officers.*

ABRAM B. WEAVER, *superintendent of public instruction, Albany.*

SCHOOL COMMISSIONERS FOR THE TERM COMMENCING JANUARY 1, 1870.

| Counties. | Dists. | Names. | Post offices. |
|---|---|---|---|
| Albany..... | 1 | Leonard A. Carhart ..... | Coeymans. |
| | 2 | Julius Thayer..... | S. Westerlo. |
| | 3 | John P. Whitbeck..... | West Troy. |
| | | John O. Cole, (city superintendent) ..... | Albany. |
| | | | Cohoes. |
| Allegany ..... | 1 | Lucien B. Treeman..... | Centerville. |
| | 2 | Richard L. Andrus ..... | Bolivar. |
| Broome .. .... | 1 | Henry S. Monroe..... | Kirkwood. |
| | 2 | Newton W. Edson..... | Binghamton. |
| | | G. L. Farnham, (secretary board of education). | Binghamton. |
| Cattaraugus .. | 1 | Frank A. Howell ..... | Machias. |
| | 2 | Jerome L. Higbee ..... | Cattaraugus. |
| Cayuga .. .... | 1 | Samuel A. Cole..... | Throopsville. |
| | 2 | Leonard F. Hardy..... | Weedsport. |
| | 3 | Lewis V. Smith ..... | Genoa. |
| | | E. A. Charlton, (secretary board of education). | Auburn. |
| Chautauqua .. | 1 | Alonzo C. Pickard..... | Busti. |
| | 2 | Wellington Woodward ..... | Jamestown. |
| Chemung .. .. | .... | Charles K. Hetfield..... | Horseheads. |
| | | O. Robinson, (secretary board of education) .. | Elmira. |
| Chenango .... | 1 | Mathew B. Ludington..... | N. Norwich. |
| | 2 | David G. Barber ..... | Oxford. |
| Clinton .. .... | 1 | Ira D. Knowles..... | Peru. |
| | 2 | Robert S. McCullough..... | Chazy. |
| Columbia .. .. | 1 | Hiram K. Smith..... | W. Taghkanick. |
| | 2 | Hiram Winslow..... | Green River. |
| | | J. N. Townsend, (city superintendent)..... | Hudson. |
| Cortland ..... | 1 | Daniel E. Whitmore..... | Marathon. |
| | 2 | Rufus T. Peck..... | Solon. |
| Delaware..... | 1 | Isaac J. St. John ..... | Walton. |
| | 2 | John W. McArthur ..... | Bloomville. |
| Dutchess ..... | 1 | George W. Draper..... | Clove. |
| | 2 | Isaac F. Collins ..... | Rhinebeck. |
| | | R. Brittain, (clerk board of education) ..... | Poughkeepsie. |
| Erie ..... .... | 1 | Henry Lapp ..... | Clarence. |
| | 2 | James F. Crooker ..... | Willink. |
| | 3 | S. W. Soule ..... | Collins Center. |
| | | Thomas Lothrop, (city superintendent)..... | Buffalo. |
| Essex ..... | 1 | William H. McLenathan..... | Jay. |
| | 2 | Thomas G. Shaw ..... | Olmsteadville. |
| Franklin ..... | 1 | George T. Collins..... | Chateaugay. |
| | 2 | Cyrus P. Whitney..... | Dickinson Center. |
| Fulton ..... | .... | Cyrus Stewart ..... | Gloversville. |
| Genesee ..... | .... | Richard L. Selden ..... | Le Roy. |
| Greene ..... | 1 | John Beardsley ..... | Athens. |
| | 2 | Hiram Bogardus ..... | Greenville. |
| Hamilton .. .. | .... | William D. Smith ..... | Hope Falls. |
| Herkimer .. .. | 1 | John D. Champion ..... | Little Falls. |
| | 2 | Ezra D. Beckwith ..... | Cedarville. |
| Jefferson ..... | 1 | Alphonse E. Cooley..... | Adams Center. |
| | 2 | Bennett F. Brown..... | Philadelphia. |
| | 3 | Horace E. Morse ..... | Clayton. |
| | | Wm. G. Williams,(secretary board of education) | Watertown. |
| Kings ..... | .... | Timothy M. Ingraham..... | Flatlands. |
| | | J. W. Buckley, (city superintendent)..... | Brooklyn. |
| Lewis ..... | 1 | William Adams ..... | Martinsburgh. |
| | 2 | Charles A. Chickering ..... | Copenhagen. |
| Livingston ... | 1 | John W. Byam..... | Lavonia Station |
| | 2 | Robert W. Green..... | Nunda. |
| Madison . .... | 1 | Joseph E. Morgan ..... | Earlville. |

*List of school officers*—Continued.

| Counties. | Dists. | Names. | Post offices. |
|---|---|---|---|
| | 2 | Irving C. Forte | Cazenovia. |
| Monroe | 1 | William E. Edmonds | Pittsford. |
| | 2 | George W. Sime | Sweden. |
| | | S. A. Ellis, (city superintendent) | Rochester. |
| Montgomery | .... | Charles Buckingham | St. Johnsville. |
| New York | .... | Henry Kiddle, (city superintendent) | New York. |
| Niagara | 1 | David L. Pitcher | Lockport. |
| | 2 | Jonas W. Brown | Youngstown. |
| | | James Ferguson, (city superintendent) | Lockport. |
| Oneida | 1 | Mills C. Blackstone | Washington Mill. |
| | 2 | Charles T. Pooler | Deansville. |
| | 3 | Harvey S. Bedell | Rome. |
| | 4 | Eugene L. Hinckley | Prospect. |
| | | A. McMillan, (city superintendent) | Utica. |
| Onondaga | 1 | J. Warren Lawrence | Salina. |
| | 2 | George C. Anderson | Borodino. |
| | 3 | Parker S. Carr | Fayetteville. |
| | | E. Smith, (city superintendent) | Syracuse. |
| Ontario | 1 | Ezra J. Peck | Phelps. |
| | 2 | Robert B. Simmons | Bristol. |
| Orange | 1 | George K. Smith | Monroe. |
| | 2 | Benjamin F. Hill | Otisville. |
| | | H. A. Jones, (city superintendent) | Newburgh. |
| Orleans | .... | James H. Mattison | Barre Center. |
| Oswego | 1 | David D. Metcalf | North Hannibal. |
| | 2 | Byron G. Clapp | Phœnix. |
| | 3 | George F. Woodbury | Orwell. |
| | | V. C. Douglass, (city superintendent) | Oswego. |
| Otsego | 1 | Charles F. Thompson | Schuyler's Lake. |
| | 2 | Eli R. Clinton, jr | Butternuts. |
| Putnam | .... | Charles H. Ferris | Cold Spring. |
| Queens | 1 | William H. Peckham | Manhasset. |
| | 2 | Isaac G. Fosdick | Jamaica. |
| Rensselaer | 1 | Amos H. Allen | Petersburgh. |
| | 2 | George W. Hidley | N. Greenbush. |
| | | William Kemp, (president board of education) | Troy. |
| Richmond | .... | James Brownlee | Port Richmond. |
| Rockland | .... | Nelson Puff | Nyack. |
| St. Lawrence | 1 | Martin L. Laughlin | Hammond. |
| | 2 | William G. Brown | Canton. |
| | 3 | Barney Whitney | Lawrenceville. |
| | | R. B. Lowry, (city superintendent) | Ogdensburgh. |
| Saratoga | 1 | Seth Whalen | Ballston Spa. |
| | 2 | Oscar F. Stiles | Saratoga Spring |
| Schenectady | .... | Simon J. Schermerhorn | Rotterdam. |
| | | S. B. Howe, (city superintendent) | Schenectady. |
| Schoharie | 1 | Ambrose R. Hunting | Gallupville. |
| | 2 | John Van Voris | Cobleskill. |
| Schuyler | .... | Duncan C. Mann | Watkins. |
| Seneca | .... | William Hogan | Waterloo. |
| Steuben | 1 | John C. Higby, 2d | Prattsburgh. |
| | 2 | Jacob H. Wolcott | Corning. |
| | 3 | Edwin Whiting | Jasper. |
| Suffolk | 1 | Horace H. Benjamin | Riverhead. |
| | 2 | Thomas S. Mount | Stony Brook. |
| Sullivan | .... | Charles Barnum | Monticello. |
| Tompkins | .... | William H. Cole | Owego. |
| Tioga | .... | Albert H. Pierson | Trumansburgh. |
| | *2 | Jackson Graves | Dryden. |
| Ulster | 1 | William H. Dederick | Kingston. |
| | 2 | Oscar Mulford | Highland. |
| | 3 | Horace W. Montross | Ellenville. |

* For term commencing January 1, 1869.

*List of school officers*—Continued.

| Counties. | Dists. | Names. | Post offices. |
|---|---|---|---|
| Warren | .... | Adam Armstrong, jr | Glen's Falls. |
| Washington | 1 | Abram G. Cochran | Galesville. |
| | 2 | William H. Tefft | Whitehall. |
| Wayne | 1 | John McGonigal | South Butler. |
| | 2 | Ethel M. Allen | Williamson. |
| Westchester | 1 | Franklin W. Gilley | Morrisania. |
| | 2 | George W. Smith | Port Chester. |
| | 3 | Joseph Barrett | Katonah. |
| Wyoming | 1 | John B. Smallwood | Warsaw. |
| | 2 | Richard Langdon | Wethersfield. |
| Yates | .... | Joseph W. Brown | Bluff Point. |

*Table of statistical details of schools in New York, by counties, towns, and cities, for the year ending September 30, 1869.*

| COUNTIES, TOWNS, AND CITIES. | Number of districts. | Number of licensed teachers employed at the same time for 28 weeks or more. | Number of children between 5 and 21 years of age, residing in district, Sept. 30, 1869. | Number of private schools. | Number of pupils attending private schools. | Average number of weeks school was kept by teachers duly licensed. | TEACHERS. Licensed by— Local officers. | State superintendent. | Normal school. | Males. | Females. | NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR. Residing in the district. | Residing in other districts. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albany, towns | 156 | 187 | 23,027 | 17 | 1,086 | 36.7 | 317 | 17 | 15 | 111 | 238 | 13,011 | 254 | 13,265 |
| city | 18 | 122 | 27,395 | 77 | 7,000 | 42.0 | 77 | 2 | 60 | 33 | 106 | 9,713 | ..... | 9,713 |
| Allegany | 259 | 272 | 14,056 | 12 | 325 | 23.7 | 540 | 9 | 1 | 112 | 438 | 10,954 | 510 | 11,464 |
| Broome, towns | 211 | 218 | 10,714 | 2 | 92 | 29.7 | 409 | 9 | 2 | 82 | 338 | 8,461 | 347 | 8,808 |
| Binghamton | 9 | 30 | 3,077 | 5 | 236 | 42.0 | 39 | 1 | 7 | 10 | 37 | 2,094 | ..... | 2,094 |
| Cattaraugus | 273 | 289 | 15,581 | 2 | 86 | 29.4 | 585 | 1 | 2 | 109 | 479 | 12,429 | 153 | 12,582 |
| Cayuga, towns | 239 | 252 | 13,687 | 10 | 107 | 32.5 | 465 | 12 | 6 | 140 | 343 | 10,790 | 369 | 11,159 |
| Auburn | 7 | 36 | 4,708 | 3 | 360 | 41.0 | 51 | 3 | 2 | 7 | 49 | 2,982 | ..... | 2,982 |
| Chautauqua | 292 | 373 | 19,876 | 6 | 563 | 31.2 | 686 | 22 | 5 | 170 | 543 | 15,368 | 1,155 | 16,523 |
| Chemung, towns | 115 | 126 | 6,957 | ..... | ..... | 31.7 | 247 | ..... | ..... | 42 | 205 | 5,260 | 25 | 5,285 |
| Elmira | 7 | 50 | 4,576 | 5 | 435 | 40.0 | 51 | 4 | 3 | 6 | 52 | 3,492 | ..... | 3,492 |
| Chenango | 288 | 293 | 12,297 | 6 | 199 | 29.7 | 597 | 15 | 2 | 163 | 446 | 9,470 | 402 | 9,872 |
| Clinton | 203 | 222 | 18,145 | 7 | 194 | 30.3 | 420 | 3 | 1 | 87 | 337 | 12,382 | 274 | 12,656 |
| Columbia, towns | 181 | 179 | 12,654 | 12 | 269 | 35.8 | 299 | 22 | 1 | 72 | 250 | 8,466 | 159 | 8,625 |
| Hudson | 4 | 19 | 3,037 | 6 | 488 | 43.0 | 17 | 1 | 1 | 2 | 17 | 1,772 | ..... | 1,772 |
| Cortland | 179 | 179 | 7,560 | 7 | 231 | 28.8 | 356 | 5 | ..... | 81 | 280 | 5,827 | 274 | 6,101 |
| Delaware | 350 | 351 | 14,005 | 1 | 16 | 30.8 | 636 | 6 | 1 | 115 | 528 | 11,468 | 272 | 11,740 |
| Dutchess, towns | 201 | 222 | 17,570 | 18 | 333 | 34.4 | 244 | 14 | 10 | 85 | 183 | 11,001 | 182 | 11,183 |
| Poughkeepsie | 7 | 42 | 5,772 | 6 | 355 | 41.0 | 47 | ..... | 5 | 2 | 50 | 2,865 | ..... | 2,865 |
| Erie, towns | 284 | 295 | 24,043 | 14 | 887 | 30.4 | 548 | 5 | 6 | 136 | 423 | 15,882 | 332 | 16,214 |
| Buffalo | 41 | 312 | 30,125 | 41 | 7,224 | 42.0 | 280 | 41 | 6 | 32 | 295 | 21,180 | ..... | 21,180 |
| Essex | 190 | 189 | 10,131 | 5 | 133 | 30.3 | 361 | 4 | ..... | 54 | 311 | 7,910 | 436 | 8,346 |
| Franklin | 171 | 187 | 11,930 | 7 | 241 | 28.0 | 358 | 1 | 1 | 67 | 293 | 8,681 | 297 | 8,978 |
| Fulton | 116 | 131 | 9,316 | 3 | 65 | 33.0 | 299 | 8 | 1 | 95 | 153 | 6,418 | 132 | 6,550 |
| Genesco | 135 | 154 | 10,628 | 4 | 300 | 32.4 | 276 | 2 | 2 | 83 | 197 | 7,526 | 33 | 7,559 |
| Greene | 163 | 178 | 10,618 | 11 | 351 | 34.2 | 328 | 3 | 5 | 82 | 251 | 7,595 | 91 | 7,686 |
| Hamilton | 33 | 27 | 932 | ..... | ..... | 30.4 | 52 | ..... | ..... | 13 | 39 | 739 | 15 | 754 |
| Herkimer | 198 | 221 | 12,887 | 12 | 462 | 33.3 | 341 | 7 | 4 | 104 | 248 | 8,985 | 127 | 9,112 |
| Jefferson, towns | 366 | 378 | 19,114 | 18 | 553 | 30.4 | 750 | 13 | 10 | 188 | 565 | 15,177 | 489 | 15,666 |
| Watertown | 9 | 30 | 2,893 | 1 | 95 | 40.0 | 24 | 5 | 4 | 3 | 30 | 1,903 | ..... | 1,903 |
| Kings, towns | 14 | 31 | 6,076 | 18 | 835 | 44.2 | 27 | 5 | ..... | 13 | 19 | 2,871 | 61 | 2,932 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Monroe, towns* | 224 | 241 | 18,824 | 7 | 142 | 33.0 | 446 | 10 | 2 | 110 | 348 | 12,873 | 446 | 13,319 |
| *Rochester* | 19 | 140 | 23,803 | 31 | 4,395 | 40.0 | 149 | 14 | 9 | 15 | 157 | 10,583 | ..... | 10,583 |
| Montgomery | 117 | 133 | 11,707 | 3 | 65 | 37.3 | 189 | 23 | 2 | 91 | 123 | 7,911 | 124 | 8,035 |
| New York | 105 | 2,318 | 30,000 | 359 | 50,000 | 43.0 | 2,272 | 267 | 23 | 172 | 2,390 | 217,973 | ..... | 217,973 |
| Niagara, towns | 165 | 187 | 13,574 | 17 | 777 | 33.5 | 338 | 3 | ..... | 103 | 238 | 10,112 | 227 | 10,339 |
| Lockport | 9 | 30 | 3,841 | 6 | 300 | 43.0 | 29 | 5 | ..... | 3 | 31 | 3,080 | ..... | 3,080 |
| Oneida, towns | 387 | 415 | 27,201 | 11 | 198 | 31.9 | 754 | 11 | 2 | 182 | 585 | 19,294 | 357 | 19,651 |
| Utica | 16 | 61* | 8,618 | 11 | 1,000 | 40.0 | 56 | 4 | 3 | 9 | 54 | 4,199 | ..... | 4,199 |
| Onondaga, towns | 285 | 321 | 21,015 | 4 | 109 | 33.5 | 579 | 26 | 9 | 142 | 472 | 15,260 | 629 | 15,889 |
| Syracuse | 16 | 150 | 16,004 | 14 | 1,629 | 40.0 | 165 | 14 | 9 | 10 | 178 | 7,738 | ..... | 7,738 |
| Ontario | 203 | 233 | 14,566 | 23 | 761 | 31.9 | 411 | 7 | ..... | 122 | 299 | 10,577 | 436 | 11,013 |
| Orange, towns | 183 | 229 | 20,793 | 18 | 357 | 39.0 | 383 | 6 | 9 | 124 | 274 | 13,619 | 300 | 13,919 |
| Newburgh | 7 | 39 | 5,388 | 14 | 588 | 43.0 | 39 | ..... | 3 | 8 | 34 | 3,338 | ..... | 3,338 |
| Orleans | 129 | 152 | 9,581 | 3 | 65 | 33.0 | 297 | 9 | 2 | 101 | 207 | 7,047 | 260 | 7,307 |
| Oswego, towns | 288 | 326 | 19,968 | ..... | ..... | 31.0 | 610 | 6 | ..... | 135 | 481 | 15,781 | 422 | 16,203 |
| city | 14 | 75 | 8,856 | 5 | 830 | 40.0 | 11 | 3 | 72 | 6 | 70 | 4,823 | ..... | 4,823 |
| Otsego | 322 | 331 | 15,309 | 12 | 355 | 31.4 | 655 | 6 | 2 | 189 | 474 | 11,558 | 131 | 11,689 |
| Putnam | 62 | 70 | 5,034 | 13 | 136 | 36.1 | 111 | 4 | 4 | 40 | 79 | 3,530 | 129 | 3,659 |
| Queens | 80 | 168 | 22,983 | 60 | 2,007 | 41.0 | 134 | 21 | 5 | 39 | 121 | 12,179 | 175 | 12,354 |
| Rensselaer, towns | 183 | 210 | 17,949 | 19 | 412 | 33.9 | 349 | 25 | 5 | 119 | 260 | 11,523 | 255 | 11,778 |
| Troy | 18 | 109 | 16,700 | 14 | 2,183 | 42.0 | 130 | 21 | 6 | 18 | 139 | 10,420 | ..... | 10,420 |
| Richmond | 26 | 63 | 11,032 | 30 | 969 | 43.0 | 53 | 9 | 1 | 21 | 42 | 5,971 | 144 | 6,115 |
| Rockland | 42 | 63 | 8,512 | 16 | 694 | 41.4 | 77 | 1 | 15 | 37 | 56 | 4,595 | 52 | 4,647 |
| St. Lawrence, towns | 480 | 488 | 27,512 | 20 | 628 | 29.4 | 950 | 4 | ..... | 170 | 784 | 21,167 | 709 | 21,876 |
| Ogdensburgh | 7 | 21 | 3,803 | 6 | 565 | 42.0 | 36 | ..... | ..... | 11 | 25 | 2,175 | ..... | 2,175 |
| Saratoga | 226 | 262 | 17,572 | 20 | 721 | 33.4 | 459 | 17 | 4 | 126 | 345 | 12,134 | 219 | 12,353 |
| Schenectady, towns | 58 | 58 | 3,712 | ..... | ..... | 35.3 | 95 | 2 | 2 | 36 | 63 | 2,497 | 54 | 2,551 |
| city | 6 | 29 | 3,654 | 3 | 460 | 40.0 | 24 | 2 | 5 | 2 | 29 | 1,950 | ..... | 1,950 |
| Schoharie | 295 | 213 | 11,443 | ..... | ..... | 33.3 | 397 | 10 | 7 | 151 | 263 | 9,056 | 109 | 9,165 |
| Schuyler | 114 | 125 | 6,228 | 2 | 50 | 31.5 | 227 | 2 | ..... | 58 | 171 | 5,164 | 36 | 5,200 |
| Seneca | 100 | 125 | 9,882 | 3 | 101 | 35.0 | 211 | 9 | 1 | 84 | 137 | 7,253 | 176 | 7,429 |
| Steuben | 368 | 418 | 24,029 | 7 | 180 | 30.6 | 793 | 16 | ..... | 185 | 629 | 18,577 | 515 | 19,092 |
| Suffolk | 145 | 190 | 15,102 | 21 | 366 | 34.9 | 200 | 13 | 3 | 102 | 204 | 10,865 | 186 | 11,051 |
| Sullivan | 185 | 185 | 13,421 | 4 | 122 | 33.1 | 350 | ..... | ..... | 87 | 263 | 9,680 | 170 | 9,850 |
| Tioga | 156 | 176 | 9,791 | 4 | 317 | 30.9 | 310 | 5 | ..... | 49 | 275 | 8,079 | 212 | 8,291 |
| Tompkins | 158 | 176 | 10,184 | 12 | 355 | 31.5 | 318 | 6 | 2 | 94 | 232 | 7,024 | 248 | 7,272 |
| Ulster | 225 | 284 | 20,853 | 23 | 920 | 38.3 | 341 | 23 | 4 | 133 | 235 | 20,142 | 146 | 20,288 |
| Warren | 143 | 144 | 8,256 | 1 | 19 | 30.4 | 284 | 4 | ..... | 36 | 252 | 6,300 | 4 | 6,304 |
| Washington | 237 | 276 | 17,156 | 11 | 211 | 31.8 | 430 | 16 | 3 | 128 | 381 | 12,640 | 294 | 12,934 |
| Wayne | 219 | 271 | 16,031 | ..... | ..... | 33.8 | 457 | 15 | 2 | 125 | 349 | 12,360 | 555 | 12,915 |
| Westchester | 156 | 355 | 41,988 | 104 | 3,238 | 38.4 | 375 | 43 | 8 | 97 | 329 | 24,408 | 483 | 24,891 |
| Wyoming | 175 | 189 | 9,676 | 1 | 60 | 30.4 | 352 | 5 | 2 | 91 | 268 | 7,459 | 225 | 7,684 |
| Yates | 100 | 116 | 6,154 | 1 | 110 | 33.2 | 207 | ..... | ..... | 66 | 141 | 4,590 | 256 | 4,846 |
| **Total for towns** | 11,384 | 12,806 | 855,716 | 688 | 22,634 | 32.8 | 22,590 | 554 | 174 | 5,846 | 17,472 | 603,897 | 15,906 | 619,803 |
| **Total for cities** | 366 | 4,334 | 607,583 | 803 | 103,297 | 42.4 | 4,351 | 414 | 227 | 384 | 4,608 | 378,861 | ..... | 378,861 |
| **Total for State** | 11,750 | 17,140 | 1,463,299 | 1,491 | 125,931 | 35.2 | 26,941 | 968 | 401 | 6,230 | 22,080 | 982,758 | 15,906 | 998,664 |

* By special act Utica is entitled to 86 district quotas.

*Statistical details of schools in New York, &c.*—Continued.

| COUNTIES, TOWNS, AND CITIES. | RECEIPTS. | | | | | | |
|---|---|---|---|---|---|---|---|
| | Am't on hand Oct. 1, 1868. | Amount apportioned to district. | Proceeds of gospel and school lands. | Raised by tax. | From all other sources. | | Total. |
| | | | | | Teachers' board. | Other sources not named. | |
| Albany, towns | $15,318 74 | $30,874 61 | ..... | $60,272 97 | $7,607 82 | $760 20 | $114,834 34 |
| city | 8,641 39 | 32,349 02 | ..... | 103,624 18 | ..... | 189 90 | 144,804 49 |
| Allegany | 1,162 34 | 29,928 29 | $43 34 | 37,121 06 | 7,713 78 | 2,722 46 | 78,691 27 |
| Broome, towns | 732 07 | 22,801 00 | 191 31 | 37,398 42 | 8,436 60 | 2,112 62 | 71,671 42 |
| Binghamton | 246 95 | 4,703 55 | ..... | 17,552 22 | ..... | 500 36 | 23,003 08 |
| Cattaraugus | 896 10 | 31,666 68 | ..... | 50,782 89 | 10,127 32 | 308 59 | 93,781 58 |
| Cayuga, towns | 1,169 08 | 29,982 20 | 2,412 33 | 46,166 15 | 6,459 71 | 1,412 63 | 87,602 10 |
| Auburn | ..... | 6,977 02 | 19 25 | 19,918 34 | ..... | 1,061 52 | 27,976 11 |
| Chautauqua | 19,013 88 | 41,358 84 | 1,272 40 | 99,082 57 | 11,886 91 | 28,176 44 | 200,791 04 |
| Chemung, towns | 2,212 06 | 13,798 12 | 190 00 | 23,145 85 | 5,554 83 | ..... | 44,900 86 |
| Elmira | 12,312 34 | 7,545 71 | ..... | 48,417 42 | ..... | 7,347 57 | 75,623 04 |
| Chenango | 862 95 | 30,525 21 | 1,369 66 | 27,435 09 | 12,565 10 | 2,439 32 | 75,197 33 |
| Clinton | 1,440 94 | 29,728 14 | 612 56 | 24,246 24 | 2,359 52 | 583 22 | 58,970 62 |
| Columbia, towns | 654 37 | 23,808 38 | ..... | 36,617 91 | 5,321 84 | 744 99 | 67,147 49 |
| Hudson | 4,544 02 | 4,168 02 | ..... | 7,000 00 | ..... | 335 00 | 16,047 04 |
| Cortland | 1,225 73 | 18,782 69 | 1,154 47 | 20,023 06 | 5,909 17 | 810 34 | 47,905 46 |
| Delaware | 327 33 | 33,873 24 | ..... | 38,967 63 | 21,423 27 | 860 93 | 95,452 40 |
| Duchess, towns | 3,905 59 | 31,300 08 | 2 25 | 69,456 36 | 2,302 98 | 514 60 | 107,481 86 |
| Poughkeepsie | 4,214 36 | 8,651 70 | ..... | 13,000 00 | ..... | 279 25 | 26,145 31 |
| Erie, towns | 1,170 28 | 39,857 32 | ..... | 53,220 61 | 3,000 88 | 1,024 29 | 98,273 38 |
| Buffalo | 3,025 00 | 54,947 08 | ..... | 201,552 13 | ..... | 359 70 | 259,883 91 |
| Essex | 1,663 81 | 20,452 04 | ..... | 27,320 91 | 3,131 95 | 2,952 56 | 55,521 27 |
| Franklin | 1,743 68 | 20,627 00 | ..... | 28,483 77 | 3,049 05 | 1,745 08 | 55,648 58 |
| Fulton | 1,480 39 | 16,311 89 | ..... | 26,533 88 | 3,856 40 | 25 66 | 48,208 22 |
| Genesee | 584 39 | 20,176 41 | ..... | 35,446 67 | 2,775 93 | 1,477 39 | 60,460 79 |
| Greene | 352 79 | 22,139 27 | ..... | 25,897 88 | 8,605 99 | 441 17 | 57,437 10 |
| Hamilton | 42 70 | 2,471 38 | 23 34 | 1,453 61 | 1,032 26 | 141 09 | 5,164 38 |
| Herkimer | 803 89 | 26,877 53 | ..... | 38,025 81 | 9,726 19 | 210 88 | 75,644 30 |
| Jefferson, towns | 1,215 30 | 43,012 40 | 42 90 | 47,755 27 | 11,801 81 | 1,581 34 | 105,409 02 |
| Watertown | ..... | 4,013 92 | ..... | 11,500 00 | ..... | 783 31 | 16,297 23 |
| Kings, towns | 4,506 92 | 7,556 16 | 108 50 | 14,023 30 | ..... | 5,337 30 | 31,532 18 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| New York | 915,831 87 | 422,216 95 | 427 77 | 2,755,185 90 | | 14,983 62 | 4,108,217 61 |
| Niagara, towns | 5,428 61 | 24,082 60 | | 41,545 25 | 1,878 50 | 712 37 | 74,675 10 |
| Lockport | 1,393 18 | 6,194 27 | | 52,300 00 | | 4,081 12 | 64,018 57 |
| Oneida, towns | 3,271 52 | 52,964 81 | 406 32 | 59,155 34 | 1,851 05 | 1,006 41 | 118,655 45 |
| Utica | 19,741 70 | 14,000 37 | | 31,300 00 | | 473 00 | 65,515 07 |
| Onondaga, towns | 5,378 79 | 41,108 48 | 3,879 74 | 75,988 32 | 3,130 03 | 4,377 66 | 133,863 02 |
| Syracuse | 55,171 02 | 20,620 41 | 335 45 | 113,900 00 | | 1,217 20 | 191,244 08 |
| Ontario | 7,421 33 | 29,316 61 | 2 14 | 51,455 05 | 7,491 60 | 6,884 43 | 102,571 16 |
| Orange, towns | 6,323 72 | 33,052 24 | | 88,177 21 | 1,530 50 | 2,567 84 | 131,631 51 |
| Newburg | 4,945 76 | 7,873 92 | 481 96 | 34,710 53 | | 471 70 | 48,483 87 |
| Orleans | 240 03 | 19,164 07 | 55 47 | 33,979 72 | 4,382 63 | 1,336 62 | 59,158 54 |
| Oswego, towns | 1,564 88 | 39,433 91 | 263 78 | 63,093 47 | 6,635 71 | 4,806 09 | 115,797 84 |
| city | 3,335 38 | 11,523 24 | 40 57 | 49,497 66 | | 9,830 46 | 74,227 31 |
| Otsego | 861 11 | 35,825 62 | 119 98 | 48,629 60 | 13,764 04 | 2,194 09 | 101,394 44 |
| Putnam | 1,553 36 | 9,209 71 | | 19,620 67 | 516 77 | 569 85 | 31,470 86 |
| Queens | 15,426 29 | 32,644 16 | 250 11 | 86,756 99 | | 10,654 79 | 145,732 34 |
| Rensselaer, towns | 887 66 | 30,562 53 | 124 45 | 55,173 96 | 2,167 93 | 1,358 36 | 90,274 89 |
| Troy | 7,135 59 | 22,152 99 | | 74,440 00 | | 949 27 | 104,677 85 |
| Richmond | 4,922 42 | 14,938 32 | | 41,424 72 | | 6,379 19 | 67,664 65 |
| Rockland | 1,736 05 | 11,546 10 | | 35,217 98 | | 7,629 54 | 56,129 67 |
| St. Lawrence, towns | 1,393 33 | 53,475 32 | 3,090 68 | 59,364 38 | 12,486 75 | 1,746 65 | 131,557 11 |
| Ogdensburg | 3,346 10 | 4,327 39 | | 7,253 00 | | 1,091 34 | 16,017 83 |
| Saratoga | 3,097 36 | 33,392 68 | | 51,420 39 | 2,137 84 | 646 10 | 90,694 37 |
| Schenectady, towns | 217 92 | 7,050 24 | | 11,332 20 | 814 00 | 64 31 | 19,478 67 |
| city | | 5,630 10 | | 10,320 94 | | 1,804 20 | 17,755 24 |
| Schoharie | 736 80 | 23,948 96 | | 28,419 62 | 11,906 49 | 723 25 | 65,735 12 |
| Schuyler | 210 21 | 14,076 69 | 621 50 | 14,054 72 | 5,364 70 | 247 44 | 34,575 26 |
| Seneca | 3,721 26 | 17,470 65 | 1,847 14 | 32,470 09 | 1,025 70 | 1,070 88 | 57,605 72 |
| Steuben | 1,257 56 | 47,113 43 | 111 02 | 67,942 16 | 16,029 72 | 1,568 49 | 134,022 38 |
| Suffolk | 12,296 99 | 26,550 93 | | 58,490 98 | 300 00 | 1,959 42 | 99,598 32 |
| Sullivan | 277 19 | 22,900 30 | | 24,383 65 | 5,126 32 | 69 00 | 52,756 46 |
| Tioga | 302 73 | 19,760 76 | 2 81 | 30,800 19 | 7,240 83 | 9,192 13 | 67,299 45 |
| Tompkins | 913 22 | 21,499 38 | 2,255 38 | 32,942 46 | 7,990 99 | 569 75 | 66,171 18 |
| Ulster | 8,658 45 | 45,105 82 | | 68,310 76 | 9,213 17 | 4,365 65 | 135,653 85 |
| Warren | 556 31 | 15,557 09 | | 13,998 72 | 3,183 35 | 58 77 | 33,354 24 |
| Washington | 14,551 60 | 32,070 87 | 929 00 | 69,724 80 | 5,328 27 | 2,403 57 | 125,008 11 |
| Wayne | 1,942 81 | 33,432 83 | 190 19 | 50,581 07 | 5,674 46 | 2,577 58 | 94,398 94 |
| Westchester | 64,837 08 | 58,740 06 | 6,110 00 | 244,053 26 | 200 00 | 21,450 45 | 395,390 85 |
| Wyoming | 687 37 | 21,996 79 | | 26,132 75 | 2,942 35 | 436 89 | 52,196 15 |
| Yates | 158 85 | 13,258 08 | | 23,068 67 | 5,859 49 | 3,714 04 | 46,059 13 |
| Total for towns | 238,084 97 | 1,600,110 90 | 29,600 91 | 2,671,632 24 | 332,928 05 | 162,937 26 | 5,025,294 33 |
| Total for cities | 1,156,453 56 | 825,711 46 | 877 21 | 4,243,621 62 | | 60,367 18 | 6,287,031 03 |
| Total for State | 1,394,538 53 | 2,425 822 36 | 30,478 12 | 6,915,253 86 | 332,928 05 | 223,304 44 | 11,312,325 36 |

*Statistical details of schools in New York, &c.*—Continued.

| COUNTIES, TOWNS, AND CITIES. | PAYMENTS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | For teachers' wages. | For libraries. | For school apparatus. | For colored schools. | For school-houses, sites, fences, outhouses, repairs, furniture, &c. | For all other incidental expenses. | Forfeited in hands of supervisor first Tuesday of March, 1869. | Amount remaining on hand October 1, 1869. | Total. |
| Albany, towns | $60,025 85 | $844 52 | $320 81 | | $28,450 04 | $8,552 07 | | $16,641 05 | $114,834 34 |
| city | 78,124 53 | | 3,651 08 | $1,425 00 | 48,673 25 | 12,930 63 | | | 144,804 49 |
| Allegany | 51,697 85 | 236 08 | 147 48 | | 20,802 07 | 5,237 13 | | 570 66 | 78,691 27 |
| Broome, towns | 48,778 12 | 112 56 | 121 75 | | 18,100 08 | 4,166 85 | | 392 26 | 71,671 42 |
| Binghamton | 13,828 34 | | | 562 00 | 4,047 56 | 4,565 18 | | | 23,003 08 |
| Cattaraugus | 63,664 24 | 171 03 | 186 44 | | 22,254 05 | 5,150 66 | | 2,355 16 | 93,781 58 |
| Cayuga, towns | 61,223 63 | 130 61 | 37 66 | | 15,453 42 | 7,102 95 | | 3,653 83 | 87,602 10 |
| Auburn | 19,668 17 | 10 00 | | | 3,959 89 | 4,194 39 | | 143 66 | 27,976 11 |
| Chautauqua | 106,344 90 | 639 59 | 653 14 | | 75,308 72 | 16,356 01 | | 1,488 68 | 200,791 04 |
| Chemung, towns | 27,793 08 | 47 59 | 39 60 | | 13,818 31 | 2,934 32 | | 267 96 | 44,900 86 |
| Elmira | 26,973 50 | 327 01 | 253 75 | | 38,852 08 | 5,101 20 | | 4,115 50 | 75,623 04 |
| Chenango | 60,392 80 | 184 87 | 86 64 | | 6,843 87 | 5,446 36 | $0 76 | 2,242 03 | 75,197 33 |
| Clinton | 41,926 61 | 285 12 | 36 77 | | 9,204 27 | 6,095 27 | 43 84 | 1,378 74 | 58,970 62 |
| Columbia, towns | 53,684 25 | 269 12 | 59 20 | 246 85 | 7,555 10 | 4,611 52 | | 721 45 | 67,147 49 |
| Hudson | 6,395 50 | 100 00 | 345 50 | 460 00 | 2,774 47 | 1,072 05 | | 4,899 52 | 16,047 04 |
| Cortland | 35,490 28 | 43 16 | 58 70 | | 8,070 46 | 3,190 13 | | 1,052 73 | 47,905 56 |
| Delaware | 81,375 53 | 79 62 | 122 43 | | 6,331 11 | 6,038 24 | 93 | 1,504 54 | 95,452 40 |
| Duchess, towns | 73,581 83 | 278 38 | 243 94 | 216 12 | 23,873 11 | 6,194 09 | | 3,094 39 | 107,481 86 |
| Poughkeepsie | 14,599 71 | 409 92 | 124 95 | 660 00 | 2,145 57 | 4,366 50 | | 3,838 66 | 26,145 31 |
| Erie, towns | 70,580 27 | 373 51 | 169 20 | | 17,255 54 | 7,774 14 | | 2,120 72 | 98,273 38 |
| Buffalo | 170,443 42 | 1,352 99 | 473 43 | 1,257 00 | 56,533 00 | 18,940 00 | | 10,884 07 | 259,883 91 |
| Essex | 39,409 97 | 173 47 | 64 44 | | 10,684 71 | 3,980 64 | 3 00 | 1,205 04 | 55,521 27 |
| Franklin | 33,606 75 | 134 09 | 176 42 | | 13,355 59 | 5,560 70 | 28 09 | 2,786 94 | 55,648 58 |
| Fulton | 35,662 99 | 36 47 | 78 49 | | 7,861 73 | 4,207 20 | | 361 34 | 48,208 22 |
| Genesee | 41,983 34 | 518 86 | 144 00 | | 12,097 15 | 5,288 03 | | 429 41 | 60,460 79 |
| Greene | 44,720 92 | 150 23 | 27 73 | 350 00 | 7,960 14 | 3,864 99 | 5 72 | 348 37 | 57,437 10 |
| Hamilton | 4,496 71 | 16 27 | 1 25 | | 211 91 | 155 91 | 13 13 | 269 20 | 5,164 38 |
| Herkimer | 59,711 88 | 135 69 | 170 47 | | 7,297 06 | 7,426 78 | | 902 42 | 75,644 30 |
| Jefferson, towns | 76,629 31 | 262 20 | 57 17 | | 18,159 33 | 9,355 32 | 26 92 | 918 77 | 105,409 02 |
| Watertown | 10,459 77 | 355 80 | | | 2,439 77 | 3,041 89 | | | 16,297 23 |
| Kings, towns | 17,770 24 | 675 45 | 204 72 | 567 00 | 3,626 48 | 1,301 85 | | 7,386 44 | 31,532 18 |
| Brooklyn | 394,145 51 | | 5,003 18 | 8,823 32 | 317,042 92 | 74,361 10 | | 63,852 83 | 863,228 86 |
| Lewis | 38,486 46 | 82 00 | 57 61 | | 9,438 26 | 3,360 59 | | 1,806 07 | 53,230 99 |
| Livingston | 50,994 58 | 139 65 | 45 96 | | 11,286 27 | 6,535 13 | | 1,169 54 | 70,171 13 |
| Madison | 54,442 93 | 204 87 | 147 35 | | 13,057 12 | 6,579 24 | 1 54 | 1,235 01 | 75,668 06 |
| Monroe, towns | 68,558 21 | 200 06 | 122 98 | | 16,647 37 | 9,386 03 | | 1,042 29 | 95,946 99 |
| Rochester | 64,440 54 | 731 96 | 273 21 | | 20,819 36 | 8,764 50 | | 48,834 96 | 143,864 53 |
| Montgomery | 44,770 90 | 154 46 | 18 50 | | | | | 883 60 | 61,975 39 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| New York | 1,759,634 84 | ..... | 164,717 05 | 41,008 28 | 796,848 49 | 413,027 88 | ..... | 372,081 07 | 4,108,217 61 |
| Niagara, towns | 47,734 10 | 339 62 | 80 58 | ..... | 10,817 12 | 7,257 34 | ..... | 8,456 34 | 74,675 10 |
| Lockport | 14,683 10 | 250 13 | 99 06 | 465 60 | 18,698 10 | 4,250 55 | ..... | 25,562 94 | 64,018 57 |
| Oneida, towns | 87,251 97 | 267 93 | 186 83 | ..... | 16,721 51 | 12,455 09 | ..... | 1,772 12 | 118,655 45 |
| Utica | 29,193 49 | 600 10 | 71 50 | ..... | 10,748 75 | 6,982 88 | ..... | 16,918 35 | 65,515 07 |
| Onondaga, towns | 82,652 20 | 270 62 | 291 55 | ..... | 32,248 97 | 14,678 96 | ..... | 3,720 72 | 133,863 02 |
| Syracuse | 64,025 62 | 5,551 22 | 1,418 84 | ..... | 54,274 52 | 16,725 20 | ..... | 49,248 68 | 191,244 08 |
| Ontario | 61,688 15 | 258 74 | 123 71 | 13 29 | 20,950 08 | 7,818 01 | 1 94 | 11,717 24 | 102,571 16 |
| Orange, towns | 83,875 68 | 284 08 | 469 03 | 305 00 | 34,134 79 | 7,365 01 | ..... | 5,197 92 | 131,631 51 |
| Newburg | 17,447 00 | 1,101 16 | 476 25 | 446 00 | 18,022 79 | 6,531 61 | ..... | 4,459 06 | 48,483 87 |
| Orleans | 38,932 30 | 66 42 | 32 60 | ..... | 14,230 11 | 5,166 92 | ..... | 730 19 | 59,158 54 |
| Oswego, towns | 70,200 62 | 412 69 | 166 20 | ..... | 33,400 80 | 8,972 04 | ..... | 2,645 49 | 115,797 84 |
| city | 31,345 36 | 429 66 | 356 96 | ..... | 32,207 12 | 9,258 21 | ..... | ..... | 74,227 31 |
| Otsego | 68,410 80 | 178 03 | 383 05 | ..... | 23,805 27 | 7,780 78 | 40 | 836 11 | 101,394 44 |
| Putnam | 22,797 78 | 98 18 | 117 00 | ..... | 5,416 59 | 1,602 28 | 7 77 | 1,431 26 | 31,470 86 |
| Queens | 77,075 45 | 914 30 | 3,962 15 | 2,166 26 | 32,931 29 | 11,830 81 | ..... | 16,852 08 | 145,732 34 |
| Rensselaer, towns | 59,424 08 | 405 42 | 277 26 | ..... | 21,090 09 | 6,831 65 | ..... | 1,946 39 | 90,274 89 |
| Troy | 54,336 50 | 210 82 | 476 95 | 1,906 62 | 35,350 67 | 10,660 27 | ..... | 1,736 02 | 104,677 85 |
| Richmond | 38,699 79 | 476 50 | 4,257 36 | 603 25 | 10,082 27 | 6,220 71 | ..... | 7,324 77 | 67,664 65 |
| Rockland | 30,028 05 | 204 27 | 58 15 | ..... | 15,597 19 | 3,374 16 | 82 77 | 6,785 08 | 56,129 67 |
| St. Lawrence, towns | 91,502 84 | 194 54 | 127 28 | ..... | 25,765 49 | 12,324 79 | ..... | 1,642 17 | 131,557 11 |
| Ogdensburg | 8,579 80 | 120 00 | ..... | ..... | 4,417 47 | 2,900 56 | ..... | ..... | 16,017 83 |
| Saratoga | 61,124 44 | 247 50 | 57 29 | ..... | 15,459 53 | 6,970 07 | 12 79 | 6,822 75 | 90,694 37 |
| Schenectady, towns | 14,191 43 | 36 86 | 24 68 | ..... | 3,463 65 | 1,525 40 | ..... | 236 65 | 19,478 67 |
| city | 11,744 20 | 144 05 | ..... | 450 00 | 3,608 16 | 1,808 83 | ..... | ..... | 17,755 24 |
| Schoharie | 50,731 34 | 107 42 | 110 84 | 164 02 | 10,195 29 | 4,185 54 | 9 06 | 231 61 | 65,735 12 |
| Schuyler | 27,724 71 | 83 81 | ..... | ..... | 3,827 75 | 2,758 34 | 1 25 | 179 40 | 34,575 26 |
| Seneca | 37,614 94 | 116 28 | 1 25 | ..... | 10,039 90 | 5,220 62 | ..... | 4,612 73 | 57,605 72 |
| Steuben | 93,654 55 | 258 21 | 675 47 | 360 00 | 28,077 29 | 9,648 98 | 18 07 | 1,329 81 | 134,022 38 |
| Suffolk | 64,060 75 | 279 11 | 363 33 | 470 00 | 23,071 32 | 5,053 31 | ..... | 6,300 50 | 99,598 32 |
| Sullivan | 44,217 33 | 143 95 | 27 25 | ..... | 4,635 53 | 3,023 66 | 8 40 | 760 34 | 52,756 46 |
| Tioga | 52,208 76 | 162 08 | 151 32 | ..... | 10,992 48 | 3,661 72 | 2 08 | 121 01 | 67,299 45 |
| Tompkins | 44,493 13 | 59 59 | 705 10 | ..... | 15,174 50 | 4,304 54 | 82 32 | 1,352 00 | 66,171 18 |
| Ulster | 94,862 84 | 806 37 | 589 31 | ..... | 21,962 03 | 14,029 05 | 5 98 | 3,398 27 | 135,653 85 |
| Warren | 24,905 47 | 91 23 | 19 95 | ..... | 5,988 35 | 2,080 97 | ..... | 268 27 | 33,354 24 |
| Washington | 66,417 67 | 277 73 | 173 79 | ..... | 46,438 12 | 10,075 78 | ..... | 1,625 02 | 125,008 11 |
| Wayne | 68,069 15 | 370 28 | 94 82 | ..... | 14,288 26 | 9,601 99 | 3 76 | 2,030 68 | 94,398 94 |
| Westchester | 180,863 02 | 1,058 47 | 6,575 99 | 544 39 | 108,516 64 | 39,971 88 | 6 00 | 57,854 46 | 395,390 85 |
| Wyoming | 38,361 39 | 103 20 | 35 33 | ..... | 7,997 75 | 5,301 36 | ..... | 397 12 | 52,196 15 |
| Yates | 30,283 53 | 51 27 | 2 45 | ..... | 10,051 30 | 3,453 97 | ..... | 2,216 61 | 46,059 13 |
| **Total for towns** | 3,302,111 69 | 15,194 03 | 23,741 77 | 6,006 18 | 1,053,988 98 | 404,921 41 | 366 52 | 218,963 75 | 5,025,294 33 |
| **Total for cities** | 2,790,068 90 | 11,703 82 | 177,741 71 | 58,363 82 | 1,401,464 03 | 641,113 43 | ..... | 1,206,575 32 | 6,287,031 03 |
| **Total for State** | 6,092,180 59 | 26,897 85 | 201,483 48 | 64,370 00 | 2,455,453 01 | 1,046,034 84 | 366 52 | 1,425,539 07 | 11,312,325 36 |

# NORTH CAROLINA.

The following is an exhibit of the progress of education in the State of North Carolina, as set forth in the report of the department of public instruction, of date November 12, 1869, including the report of the State superintendent. Connected with these, and embraced in them, is the report of the board of education, report of the trustees of the university, and report of the institution for the deaf, dumb, and blind, with the county census for 1868, the capitation assessment for 1869, and the public school fund.

From the report of the State superintendent it appears that a system of public instruction was provided for by act of the legislature, passed April 12, 1869, a board of education appointed, and a system of public schools organized. In order to this the census of all the children resident in the State, between the ages of six and twenty-one, was taken, and an enumeration of the school-houses made. In counties which had been divided into townships, school committees were elected, and in sixty-six of the eighty-nine counties of the State examiners appointed. The county commissioners, acting as superintendents of common schools, appointed the committees to take the census, and the number and condition of the school-houses. From accompanying tables it will be seen that the whole number of children of school age, resident in the State, was 330,581; that of this number 223,815 are white, and 106,766 are colored; that the whole number of school-houses is 1,906, and that the amount appropriated for school purposes for the year, when apportioned among the respective counties, was 50 cents to each census child.

The reports furnish no information as to the number of public schools, of any grade, conducted under State auspices, or of pupils receiving instruction at State expense. This is, no doubt, due to the short time within which the work of organization has been progressing, and the short interval from the passage of the act to the date of the report, being only about six and a half months.

## CHARITABLE AND RELIGIOUS ASSOCIATIONS.

These associations, of the various denominations, have been doing a most commendable work of education in the State, a brief summary of which we shall proceed to give

The associations organized in Chatham and Randolph counties at their quarterl meeting in October report seven high schools, or academies, taught by 15 teacher attended by 309 pupils. At this meeting arrangements were initiated for holding teachers' institute at Pittsboro, December 20.

The Baltimore Association of Friends report 44 schools, 65 teachers, and 3,123 pupils 32 new school-houses built, and a normal institute established.

The Soldiers' Memorial Association of Boston, aided by the Peabody fund, and sub scription of citizens, have established in the city of Wilmington 2 free schools with 30( pupils.

The Newbern Academy is in successful operation as a free school, with a principal, 2 assistants, and 70 pupils.

In Warrenton there is a free public school with 150 pupils.

In Raleigh there are 5 parish free schools with large attendance; number of pupils not given.

In Pasquotank County there are several public schools in successful operation; numbers and particulars not given.

Also at Beaufort, Carteret County, there is a well conducted free school; number of pupils not given.

From the scanty materials at hand we gather the above, and that the free school system is at length being incorporated into the institutions of the old north State. From these small beginnings may we not confidently argue great results.

*Educational work among the colored population of the State, as set forth by the report of Re J. W. Hood to Hon. S. S. Ashley, superintendent of public instruction.*

1st. Schools established by the American Missionary Association and American Unio Freedman's Commission, or under their supervision.

These societies have done a great work for the cause of education, which has no been confined to supplying teachers merely, but also in erecting school buildings fo the colored population. In addition to their day and night schools they have built u a number of Sabbath schools, and at Wilmington they have established an orphan asy lum and an industrial school. They commenced operations soon after the Union Arm established itself in the State, and they have since, for the most part, coöperated i their laudable work of education. In Raleigh they have established one of their be schools, known as the Johnson School, in a building erected by the Bureau, and capab of accommodating 300 pupils. This school has four departments, primary, intermediat advanced, and normal, with 292 pupils, taught by 5 teachers. The Washington Schoo

also in Raleigh, numbers 75 pupils. The buildings were erected by the society, and will accommodate 200 pupils. They are now temporarily occupied by the colored division of the Institution for the Deaf, Dumb, and Blind.

The Smithfield School, with an attendance of 120 day and night scholars, has a fine building erected by the Bureau, costing $3,800; furniture and other improvements, $600. The Whitesville School numbers 45 pupils.

The schools in Wilmington and vicinity, established by the society at the date of the occupation of the place by the Union Army, number over 750 pupils; of these the Williston School is the most flourishing, and is the largest in the State. It has five departments—primary, intermediate, advanced, normal, and industrial. Attendance, including night session, over 450 pupils. Attached is a comfortable teacher's home and chapel.

The colored educational institute of Wilmington numbers 150 pupils. The site is owned by the colored people, and the building, erected and furnished by the Bureau, is one of the best in the State.

The orphan asylum, situated on Middle Sound, reports 27 inmates; has had a much larger number, who, as they attain a suitable age, are provided with good homes and sent out from the institution.

The American Missionary Association has charge of the schools in Carteret County. The most important of these is the school at Beaufort, which, including the night sessions, numbers 425 pupils, with five teachers, a superintendent and matron. The building, large, and commodious, with a teacher's home attached, was erected by the colored people, aided by the American Missionary Association. The property is vested in a board of colored trustees.

At New River the Union Commission have three schools; number of pupils not given. In the Trent settlement they have a school with three departments, 3 teachers, and 300 pupils. The building belongs to the Bureau, but the ground is private property.

In Newbern there are three graded schools, each forming a department. The primary numbers 102; attendance in intermediate not given. Advanced department numbers 110 pupils. The order in this school is perfect. Miss C. Merrick, its preceptress, has never used the rod, but administers her discipline through the parents. Several of the scholars are studying Latin, and the number of those who are advanced is larger than can be found in any other school in the State.

The Union Commission has also a school at Elizabeth City; number of pupils not given.

### THE FRIENDS' SCHOOL.

Second in order, but not in importance, is the Friends' School. This society, in educating the freedmen, without fee or reward, are doing a most praiseworthy work. The Bible is introduced into all their schools, but is read without note or comment. They are particular as to the moral character of their teachers, and require of them the same care for the moral as for the intellectual culture of their pupils. Temperance societies have been introduced into all their schools, and a large proportion of their pupils have become members. For the total of these schools, teachers, and pupils, see annexed table.

The school at Goldsboro has three departments, with 280 pupils. Its preceptress, Miss B. Harris, is a graduate of Oberlin College. The buildings are owned by the Friends.

They have schools at Mebanesville, Hillsboro, Greensboro, Salisbury, Charlotte, and Lincoln. The school at Salisbury is one of the best in the State; that at Charlotte one of the largest. They have thirteen schools in the counties of Rowan, Davie, and Iredell; three in Davidson, and three in Guilford.

### EPISCOPAL PARISH SCHOOLS.

Of these schools there are two in Raleigh, one of which is a flourishing high-school, two in Newbern, one in Wilmington, and one in Fayetteville. All the teachers in these schools are ladies, and the discipline is generally good.

The Bureau has appropriated $5,000 for a normal school building at Raleigh. This is furnished in the best style, and to this school the pupils from the other schools, when sufficiently advanced, are sent.

### PRESBYTERIAN PAROCHIAL SCHOOLS.

Of these schools five have been established in the county of Mecklenburg, three in Cabarrus, three in Rowan, one in Iredell, one in Davie, one in Davidson, one in Guilford, and one in the city of Wilmington. Besides these they have taken the initiative in the establishment of a college at Charlotte, with a normal school department. The Government, through the Bureau, has appropriated $10,000 to this institution. One fine building has been erected; others are under contract. This denomination has put forth considerable efforts in the work of education, and with satisfactory success.

### PRIVATE SCHOOLS.

These, of various grades and character, are scattered over the State, with the exception of the portion west of the Blue Ridge, and a few counties east, where not a single day school has been found. The most of these schools are taught in rude shanties, built of rough logs, and covered with rived boards. The freedmen, anxious for the education of their children, put them up, wherever they are able, and as best they can. There is a great anxiety expressed for schools, and much complaint that neither books nor teachers can be obtained. These last remarks apply primarily to those counties where no private schools are found.

In the cities and large towns there are some excellent private schools, and first among these is Mr. Tupper's school, in Raleigh. This school numbers, including night scholars, 250.

In Murfreesboro there is a good school; two in Edenton; one in Hertford; one in Washington; one in Granville; one in Tarboro, and one in Kingston.

As a supplemental report to that of April, the State agent, J. W. Hood, reports, November 2, that the society's schools were all closed about July 1; that the schools denominated private were continued, and their numbers more than doubled. For the month of September the whole number of schools was 257, and of pupils, 15,647. This large increase of Bureau and private schools is attributed by the agent to the normal schools, or classes formed in the schools in the larger towns. One normal school sent out as many as 15 teachers. The agent is most laudatory of these schools, and urges the board to establish normal schools at all important points throughout the State, and especially in connexion with the university.

*Summary of schools organized by, and under the management of, the various charitable and religious associations, and private schools.*

| | Schools. | Teachers. | Pupils. |
|---|---|---|---|
| Under American Missionary Association and Union Commission | 19 | 68 | 2,840 |
| Under Friends' Society | 29 | 40 | 2,425 |
| Under Episcopal Commission | 6 | 11 | 600 |
| In Presbyterian schools | 16 | 21 | 1,100 |
| In private schools | 82 | 84 | 4,861 |
| Total | 152 | 224 | 11,826 |

The above figures give the highest number in the respective schools during the present term. This was reached in January. The number in school at this date does not exceed 10,000.

### COLLEGES AND COLLEGIATE INSTITUTES, MALE AND FEMALE.

*University of North Carolina.*—This institution is situated at Chapel Hill, Orange County; was established in 1795; has a president (Rev. Solomon Pool) and five professors; number of students in attendance during the year, 35; whole number enrolled, first term, 10; second term, 31; total, 41; whole number of graduates, since the institution was established, 1,734.

Davidson College, established in 1830, is situated in Mecklenburg County; has a faculty of 5 professors, and 122 students. This institution, under the presidency of Rev. G. N. McPhail, is in a flourishing condition.

Trinity College is situated in Randolph County; has a president, 6 professors, and 142 students, with three courses of study, classical, scientific, and theological, requiring each four years.

Olin College, situated in Iredell County, was established in 1853; has a president, 2 professors, and 48 students.

North Carolina College, situated at Mount Pleasant, Cabarrus County, has a president, 3 professors, and 65 students.

Concord Female Presbyterian College, located at Statesville, Iredell County, was established in 1824; has a president, 4 instructors, and 50 scholars.

Salem Female Academy, situated at Salem, has a president, 24 teachers, and 268 pupils. This flourishing institution, under the auspices of the Moravian Church, founded in 1804, is believed to be one of the oldest institutions of the kind in the Southern States.

### PUBLIC CHARITIES.

An institution for deaf, dumb, and blind was established January 1849, excepting department for the blind, which was added to the institution in 1851. Since the close of the war a department has been organized for the colored youth—the first instance of the kind in the South. This institution, since it has been more fully organized and its workings more fully understood, has taken a deep hold on the heart of the people, and an ample appropriation was made for its support by the general assembly for the fiscal year ending July 1, 1869. The members of the assembly have taken a warm interest in the institution, and themselves take special pains to search out and send to it the deaf, dumb, and blind from their respective counties. The officers of the institution consist of a principal, 7 teachers, including professor of music, and 5 assistant teachers. Whole number of pupils, 154; of these there are of deaf and dumb, 86; of blind, 40, white; of deaf and dumb, 21, and of blind 7, colored. The amount appropriated by the legislature was $38,000; of this sum $3,000 was on hand at the close of the fiscal year. Treasurer's report shows amount received from all sources, $43,014 75.

*Insane Asylum.*—This institution is under the management of Dr. Eugene Grisson and his excellent assistant, Dr. F. T. Fuller. There is a board of supervisors, of which the governor is ex-officio president. There are five officers connected with the institution, which is at this time greatly crowded, and an earnest appeal is made for its enlargement, enforced by the consideration that there are now over four hundred insane persons in the State, confined in jails and poor-houses, or kept at home, to the annoyance of their friends and neighbors, awaiting admission into the institution. The number of inmates at the present time not given.

### REPORT OF THE BOARD OF EDUCATION..

This report gives the following exhibit of the public school fund: Principal on hand November 1, 1869, in gross, $2.065,342 43. Of this sum $1,047,100 is worthless bank stock, and $50,000 is Roanoke Navigation stock, and unavailable. The net public school fund is stated to be not less than $938,242 43. Balance in hands of public treasurer October 1, 1868, was $150,035 84; receipts of educational fund for fiscal year ending September 30, 1869, $169,870 93; total, $319,906 27. Disbursements of educational fund for fiscal ending September 30, 1869, $167,158 18, leaving in hands of the public treasurer October 1, 1869, $152,748 09.

The school law provides for grading the schools into high, grammar, and primary, and directs the text books to be used in each. To the list of studies prescribed by the general assembly, the board of education has added algebra, physiology, philosophy, astronomy, chemistry, bookkeeping, elocution, and music (vocal.)

### SCHOOL-HOUSES.

In the report plans and drawings are given for the building of school-houses and the proper arrangement and ventilation of school-rooms. The necessity of a larger State appropriation is urged, by means of a capitation tax of $2 per head, that the 350,000 children of school age in the State may be instructed. The report shows a considerable portion of the State school fund locked up in unavailable swamp lands, bank and other stocks.

### PENAL INSTITUTIONS.

Since Howard sacrificed his life in attempting the reform of these institutions, and Mrs. Foy's gentle voice was heard in the cells of the vicious—those receptacles for criminals in England—a marked change has taken place in the prevailing ideas in regard to penal institutions. It is no longer simply to punish. It is no longer to satisfy justice, but to reform the offender. In harmony this with the progressive spirit of the age, under the benign influences of Christianity.

It appears that the general assembly has hitherto made no provision by which the statistics of the county prisons and alms-houses are required to be collected and returned to any officer of the State. There are 63 prisons reported as being in use in as many counties. Some have been burned and others not reported. In these 63 prisons there are: of white males, 62; of females, 5; of colored males, 266; of females, 18; total, 351. In addition to these there are in the Craven County prison 21 inmates; proportion of males and females, or of white and colored, not given. Whole number of those reported in the State under prison discipline, 372. The ages of these range from 10 to 70.

### POOR-HOUSES.

Of these there are in the State 61, and one nearly finished. Whole number of inmates at the present time, 1,026; of these 180 are able to work and 163 are helpless.

### PENITENTIARY.

It appears that the general assembly have at last undertaken the great work tablishing a penitentiary worthy of the confidence and support of the people, are not informed as to how far the work has progressed or what plans of refor been adopted.

### PEABODY FUND.

The agents of the Peabody Fund have been delaying offers of aid to the throughout the State until the establishment of the free schools required by nearly as the funds will permit, intending to afford such aid as appears necessa

The city of Wilmington, which last year raised more than $7,000 by voluntar tributions for free schools, is aided to the amount of $1,500. To the city of Ne $1,000 is offered, conditionally. Newport is to receive $300 upon conditions, wh carried out. In Charlotte the fund affords aid of $300 for 100 pupils. Little Academy, free in all the English studies, received $300 a year; also the town of ville. For Hillsborough, $500 has been placed at the discretion of Governor Gr Offered to Salisbury and Thomasville, $300. Raleigh and other towns have been aid, but have not yet fulfilled conditions.

### WILMINGTON.

In response to our circular, a letter dated October 28, 1870, has just come to from the county examiner and city superintendent of schools at Wilmington Amy M. Bradley, from which letter the following information is extracted:

"The free schools of Wilmington are not supported by the city, but are n schools, and have been in operation since January 9, 1867. The first school was by me, under the auspices of the Soldiers' Memorial Society of Boston, Massach and the American Unitarian Association, and the work has been continued present time by the same societies, with additional assistance during the la years from the Peabody educational fund, through its agent, Rev. B. Sears, D. D ginning with three pupils, before the close of the year the number had increa 157, necessitating additional buildings and teachers. The second year the pupil bered 188. The work grew so rapidly on my hands that I was obliged to erect building, which was called the Hemenway school, in honor of one of the lady p of the work in Boston. At that time I resigned my position as teacher, and w pointed by our society superintendent. Seven teachers were employed during th term, ending June 30, 1869, and 430 children were instructed. The fourth ter last year of which you wish a report, commenced in October 1869, and closed in 1870. Another room was added to the old building for a normal division, an school divided into four grades—normal, grammar, intermediate, and primary four teachers, and an aggregate attendance of 271 pupils during the year. The enway school, with 150 chairs, has 176 pupils and three teachers, aggregati scholars, and 7 teachers, all women.

"The entire cost of the mission, from its beginning, January 9, 1867, to the c the fourth scholastic year, June 30, 1870, including buildings, salaries, &c., is $15, of which $3,000 were received from the Peabody fund, the remainder from the t cieties mentioned, with aid from the churches and friends of the mission.

"Just before the term closed in June last, I was appointed county examiner fo Hanover County, which places me in a position to aid in establishing schools th out the county as soon as money is raised for that purpose."

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## OHIO.

The annual report of the commissioner of common schools, Hon. W. D. Henl the year ending August 31, 1869, gives the following:

| | Inc t |
|---|---|
| Number of white youth in the State | 1,004,658 |
| Number of colored youth in the State | 24,219 |
| Total number of youth in the State | 1,028,877 |
| Total number of pupils enrolled | 740,382 |
| In high schools: boys, 5,665; girls, 6,481; total | 12,146 |
| In German and English schools: boys, 3,366; girls, 3,143; total | 6,509 |
| In colored schools: boys, 5,162; girls, 4,913; total | 10,075 |
| Decrease for the year: boys, 247; girls, 82; total | 329 |
| In sub-district schools: boys, 283,141; girls, 250,099; total | 533,240 |
| Decrease for the year | 10,270 |

| | | Increase for the year. |
|---|---|---|
| In separate district schools, ungraded | 221 | 53 |
| In separate district schools, graded | 2,158 | 51 |
| Number of teachers necessary to supply schools | 14,182 | 112 |
| Number of different teachers employed during the year | 21,626 | 34 |
| Number of different gentlemen teachers employed during the year | 9,171 | 317 |
| Number of different lady teachers employed during the year | 12,455 | |
| Decrease | 283 | |
| Average wages of gentlemen teachers in all the schools | $55 63 | $0 51 |
| Average wages of lady teachers in all the schools | $33 26 | $0 60 |
| Whole number of schools | 11,714 | |
| Whole number of colored schools | 204 | 15 |
| Average number of weeks schools were kept | 30.19 | 2.38 |
| Number of volumes in libraries | 258,371 | |
| Value of school apparatus | $160,302 | $9,053 |
| Total school expenses for the year, including sites, buildings, &c | $6,614,816 59 | |

In some of the rural districts of the State it is found to be impossible for the boards of education to sustain the schools the time required by law, even when the full local levy permitted by law is made. The difficulty arises from the sparseness of the population, and the small amount of taxable property in these districts.

The number of districts in which teachers "boarded round," (2,025,) shows a decrease for the year of 313; the decrease of the same item the previous year was 243.

The total number of schools in the State shows a decrease of 69 over the previous year, a fact which only indicates a healthful tendency toward a much-needed consolidation and thorough grading of the schools.

To the present system of township boards and local directors grave objections are reported. A large proportion of the legal questions arising in the operation of the school law grow out of the conflict of local directors with township boards. There is scarcely a day that the State commissioner is not called upon to decide such questions. It is believed that the present mongrel system should give place to the purely township system, in which all the schools of a township should be under the exclusive control of a board of education, chosen by the electors of the township. In this case, the system would conform to that which has been adopted in most of the towns of the State with such satisfactory results. The experience of other States in which the purely township system has been tried, demonstrates its superiority to the district system.

## TEACHERS' INSTITUTES.

The influence of well-conducted teachers' institutes can scarcely be estimated in dollars and cents. It is gratifying to know that more institutes were held in the State last year than in any preceding year. The character of the instruction given in these institutes is gradually improving. Many teachers, and especially young teachers, are aroused to new energy by the instruction and encouragement given by the institute lecturers.

There has been, within the last year, an increased educational activity in the State The number of persons in attendance at the twenty-first annual meeting of the Ohio teachers' association, held in Cleveland in July last, was greater than at any previous meeting. An association auxiliary to the State association has recently been organized under the name of the Northeastern Ohio teachers' association; a similar association has likewise been organized for Central Ohio. In the last school year the association of city and town superintendents held two meetings, and the association of college presidents and professors, one. The number of teachers' institutes has largely increased, as well as the amount of money invested in the building of school-houses. It is believed that the appropriations for education in Ohio are as liberal as in any other State of the Union. The proportion of children growing up in entire ignorance of the elements of school education has greatly diminished. In many parts of the State it would be difficult to find a native-born child fifteen years of age unable to read.

## DEMAND FOR SUPERVISION.

The demand for county supervision of schools is on the increase. The resolutions passed by educational associations and by numerous teachers' institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency.

### HIGHER INSTITUTIONS OF LEARNING.

It is impossible in the limits of this report to give an extended account of e college and university in Ohio. The superintendent's report embraces statistical formation respecting institutions of learning not connected with the State—colle seminaries, and normal academies, to the number of 84—a condensed statement which is as follows:

### NORMAL SCHOOLS AND ACADEMIES.

Total number, 33. Students preparing to teach—ladies, 386; gentlemen, 680—1,( Preparing to enter college—ladies, 29; gentlemen, 153—182. Number who teach intervals, to provide means for continuing in attendance—ladies, 258; gentlemen, —709. The number of graduates for 1869 has been 42; the total number of gradua 299. The total estimated value of buildings and grounds belonging to these school $350,000; of apparatus, $10,000. The number of volumes in libraries, 6,857.

### COLLEGES AND UNIVERSITIES.

In number, 26. Graduates for 1869, 283. Total number of graduates, 4,843. Atte ance for the year—ladies, 1,372; gentlemen, 4,360—5,732. Number of professors, 1( tutors, 57. Total aggregate amount of endowment funds, $1,830,633. Increase for t year, $110,175. Total estimated value of buildings and grounds, $2,011,000; of app ratus, $79,789.

### YOUNG LADIES' SEMINARIES.

In number, 28. Aggregate attendance, 2,866; average attendance, 684. Graduat 1869, 183. Total number of graduates, 2,526. Number preparing to teach, 161. Grant free tuition, 77. Aggregate number of volumes in libraries, 18,377.

### THE BIBLE IN SCHOOLS.

In regard to the recent agitation of this question in Cincinnati, the superintende gives the following account:

"I deem it proper to include in this report a reference to a legal question which h arisen in consequence of two resolutions passed by the Cincinnati board of educatio excluding from the public schools of the city the reading of the Bible and religio books. The resolutions referred to are as follows:

"'*Resolved*, That religious instruction and the reading of religious books, including t Holy Bible, are prohibited in the common schools of Cincinnati, it being the true obj and intent of this rule to allow the children of the parents of all sects and opinio in matters of faith and worship to enjoy alike the benefit of the common school fu

"'*Resolved*, That so much of the regulations on the course of study and text-boo in the intermediate and district schools (page 213 annual report) as reads as follow "The opening exercises in every department shall commence by reading a portion the Bible by or under the direction of the teacher, and appropriate singing by pupils," be repealed.'

"The remaining part of the regulation referred to, not formally repealed, is as lows:

"'The pupils of the common schools may read such version of the Sacred Script as their parents or guardians may prefer, provided that such preference of any vers except the one now in use, (King James's version, as published by the American B Society,) be communicated by the parents and guardians to the principal teach and that no notes or marginal readings be allowed in the schools, or comments m by the teachers on the text of any version that is or may be introduced.'

"The resolutions quoted above were passed at a regular meeting of the boar education, November 1, 1869, by a vote of 22 to 14.

"On the 2d of November, 37 prominent citizens, on behalf of themselves and m others, citizens and tax-payers of Cincinnati, applied to the superior court of Cin nati for a restraining order against the board of education. A temporary restrai order was granted, and Thursday, November 4, at 10 o'clock, was set for the time the defendants should show cause why such application should not be granted per nently. By consent, the time was changed to November 7, and the temporary inj tion continued. When the time arrived, the court, by consent of all parties, assig the case for hearing before the full bench, November 30.

"The name of the president of the board, H. L. Wehmer, appears in the case as fendant. The regulation repealed in the second resolution was adopted in 1852 by board of trustees and visitors of common schools, the former title of the board of cation.

"When the case came up for hearing, W. M. Ramsey, J. B. Stallo, Geo. Hoad Geo. R. Sage, Stanley Matthews, and Rufus King, in succession, addressed the cou Stallo, Hoadley, and Matthews speaking in behalf of the board of education.

"On Wednesday, February 15, 1870, the court, in general term, gave their opinions, those of Judges Hagans and Storer for making the injunction perpetual, and that of Judge Taft against the injunction. On February 18, 1870, judgment was rendered against the defendants, and their motion for a new trial overruled. 'The defendants excepted to said overruling and to said judgment, and tendered their bill of exceptions in that behalf,' which was accordingly allowed, signed, and ordered to be filed as part of the record.

"On March 1, 1870, the case came before the supreme court of Ohio, at Columbus, on a petition in error, and the hearing was set for December 6, 1870.

"The proceedings in the case before the superior court have been published in an octavo volume of 420 pages, by Robert Clarke & Co., Cincinnati. This volume is, I believe, to be submitted to the supreme court instead of any further argument by the counsel.

"A bill comprehending the views of the first resolution of the Cincinnati board of education was, some time ago, introduced into the house of representatives by Mr. Ward, of Hamilton County. Shortly after a joint resolution was offered by Mr. Hubbard, of Cuyahoga County, affirming that, while it is unwise to forbid the reading of the Bible, the singing of religious hymns, or prayer, in the public schools, it is also unwise to compel such exercises, and that in each district the subject should be left to a vote, provided these exercises shall not be excluded by the school authorities, without a written request of a majority of the electors of the district.

"These movements resulted in the preparation in the school department of the following bill, which was submitted to a number of the prominent educational men of the State, who favor both the Bible and the noble principle of religious toleration which is embodied in our State constitution, as well as to some persons who are opposed to the use of the Bible in the public schools, and received, in the main, their indorsement. This bill is only a formal statement of what has always been the public opinion of the great mass of the people of Ohio in reference to religious exercises in the public schools:

"'A bill to regulate religious exercises in the public schools of Ohio.

"'SECTION 1. *Be it enacted by the general assembly of the State of Ohio*, That it shall be unlawful for any board of education or local school directors in this State either to enjoin or prevent, directly or indirectly, the reading of the Bible, the singing of religious hymns, or prayer, in any school under their charge; but the privilege is hereby expressly granted to any teacher in any public school to devote a portion of time, not to exceed fifteen minutes each day, before or after the regular secular exercises of the school, in such non-sectarian religious exercises as he or she may deem proper: *Provided*, That no pupil shall be required to be present at such exercises whose parent or guardian desires such pupil to be excused: *And provided further*, That the exercises shall be at the latter time aforesaid, when the parent or guardian of any pupil claims that the detention of such pupil until after the religious exercises in the morning is an inconvenience.

"'SECTION 2. This act to take effect on its passage.'

"It was the understanding that, if Mr. Hubbard's resolution was called up for further action, he would move the substitution of the above bill for it. No further action has been taken up to this date—April 7, 1870."

## CINCINNATI.

The report of the president of the board of education, Hon. Francis Perry, for the school year ending June 30, 1869, begins with the statement that "the year 1868–'69 has been in every way one of the most prosperous in our school history. The reports of the superintendent, with their accompanying tables of carefully prepared statistics, and the reports of the different committees, will give our citizens full information in regard to what has been accomplished in the various schools.

"The teachers of the schools have been earnest and faithful in the discharge of their responsible duties, and have, in general, manifested a commendable spirit of professional progress.

"Three elegant and commodious new school buildings, two of which will be finished early in the coming school year, and the other before its close, will add largely to our present school accommodations.

"The year has also been distinguished by the establishment in the eighth district of an institution, the want of which has long been felt by those of our citizens most interested in the proper education of youth—the Cincinnati normal school. The conduct of the school, under the direction of its accomplished principal, and the training of teachers therein, have fully met our most sanguine expectations. This school cannot fail in the future, with a wise management, to exert a powerful and beneficial effect in improving methods of instruction in all grades of our schools. If anything is well settled in educational matters, it is the necessity of a special training to fit teachers for their vocation.

"The plan adopted by the board, of dismissing the schools at stated intervals to permit the teachers of the lower grades to take special lessons in drawing and phonic reading, has, it is believed, sufficiently prepared those teachers to instruct in the elements of both sucessfully."

### REPORT OF THE CITY SUPERINTENDENT OF CINCINNATI.

The annual report of the city superintendent, the Hon. John Hancock, gives full statistical information regarding the schools, from which the following is extracted:

| | |
|---|---|
| Estimated population of the city | 225,000 |
| Number of white youth in city, between five and twenty-one years of age | 96,155 |
| Number of colored youth in city, between five and twenty-one years of age | 4,067 |
| Number of different pupils registered during the year | 24,828 |
| Number of schools: high, 2; intermediate, 2; district, 19 | 23 |
| Average number of pupils belonging | 19,591 |
| Average daily number in attendance | 18,637 |
| Per cent. of daily attendance on whole number registered | 71.04 |
| Total expenditures for school purposes | $680,011 37 |
| Total expenditures for salaries of teachers | 336,536 22 |

"The general average of pupils to the teacher, in the district school, is 50.3; in the intermediate, 48.9. The reported number of cases of tardiness in the district and intermediate schools for the last four months was 52,388, or an average of over 13,000 cases per month. At the same rate, the number of cases for the year would amount to 130,000. Large as this reported number is, I have every reason to believe the actual number would very considerably exceed it.

"The phonic method has now been very generally adopted in the schools as the basis of instruction in reading in the lower grades.

"Since the beginning of the present school year, the department of drawing has been throughly reorganized. The superintendent of drawing gives regular lessons two days in the week, and devotes the remainder of his time to supervision.

"The three lower grades are taught by the regular teachers, who are themselves taught by Mr. Forbriger—the schools of each grade, in accordance with a resolution of the board, being dismissed once a month, on Friday afternoon, at recess, to permit the teachers to gather at some convenient school-house for the purpose of receiving such instruction.

"With this course of drawing in our public schools, the excellent and long-established school of design of the Ohio Mechanics' Institute, and the new school of the same kind, under the direction of the trustees of the McMicken Fund, we shall be able to afford such facilities for the development of the artistic talent in our community as are now possessed by no other city in the country.

"In accordance with a resolution of the board, directing the establishment of night schools, eight were opened, viz: seven district and one high school. There are now 1,289 in nightly attendance. The number enrolled was 1,555, of whom 202 were girls. The number of teachers employed is 36. Eight of these teachers receive $50 per month, and the remainder $45. The interest and earnestness of the pupils, if we except some of the classes of the smaller boys, are very gratifying; and among the Germans attending for the purpose of studying English, some 270 in number, they are truly admirable.

### NORMAL SCHOOL.

"It had been the design of the committee on normal school, with the concurrence of the board, to open this school about the beginning of February last. But, notwithstanding a vigorous correspondence, looking to the selection of a principal for the school, was carried on in various quarters, and that a visit East was made by a member of the committee, with a like intent, it was found impossible to secure just the person for so responsible a position in time. The committee was finally fortunate enough to engage Miss Sarah D. Dugane, a graduate of the Oswego training school, and for four years connected with the normal and training school of Boston, for the place. Under her supervision the school was opened at the beginning of the present school year, one room in the eighth district school-house having been set apart for the normal department, and two for the practice school. The latter is under the direction and instruction of Miss Emily M. Merriam, also a graduate of the Oswego training school. The school embraces classes from the four lower grades of the eighth district school."

## COLUMBUS.

From the report of the city superintendent of schools, Hon. W. Mitchell, for the year 1868–'69, the following is extracted:

| | |
|---|---|
| Number of children from five to twenty-one years of age | 8,56 |
| Number enrolled in public schools | 4,9 |

| | |
|---|---|
| t. enrolled on enumeration | 57.6 |
| daily attendance | 3,600.6 |
| of boys enrolled | 2,447 |
| of girls enrolled | 2,489 |
| of schools | 66 |
| of teachers | 87 |
| itures for school purposes | $101,119 37 |

are five schools for colored children—two primary, two secondary, and one ır school.

the table showing the number of children enumerated, and the number en- the schools at different ages, it appears that there are a larger number of chil- umerated at the age of seven than at any other; a larger number enrolled at of eight, and that at the age of thirteen the largest per cent. of those enumer- enrolled in school.

fifths of all the children of the city, between the ages of seven and fifteen, have r a longer or shorter time during the year, enrolled in the public schools. Of fteen, sixteen, and seventeen years of age, one-third have received instruction ortion of the year. Estimating the number of children attending parochial er private schools, it is believed that there remain in the city at least 2,130 eive no school instruction.

## CLEVELAND.

hirty-third annual report of the board of education for the year 1869 includes a of the president of the board, Hon. E. R. Perkins, and of the superintendent of tion, Hon. Andrew J. Rickoff, which comprise, among many other items of in- the following:

| | | Increase for the year. |
|---|---|---|
| ration of youth | 27,524 | 1,701 |
| number registered | 11,151 | 997 |
| e number belonging | 76,947 | 634.9 |
| e daily attendance | 7,222.3 | 599.1 |
| rs employed: men, 14; women, 148; special, 3 | 162 | 5 |
| e daily attendance to each teacher | 44.7 | 2.25 |
| r attending private schools: boys, 564; girls, 682 | 1,246 | |
| ing church schools: boys, 2,574; girls, 2,839 | 5,413 | |

l the children in this city at twelve years of age, little more than one-half were ol at all last year; more than two-thirds of those at fourteen, and seven-eighths en, never darkened the school-house doors.

r the largest part of the youth reported as attending church institutions are l in the Catholic schools; a part, in the schools attached to Protestant German es. The most of those returned as in private schools go to German schools; com- ely few to the English.

l the school-going population of our city were in the public schools, our accom- ons would fall short of the demand; how far, we may judge by recurring to t that the greatest number we can possibly receive in all our school buildings is ,753.

l population, (United States census, June 1870,) 98,985.

## *List of school officers of Ohio.*

W. D. HENKLE, *commissioner of common schools, Columbus.*

CITY SUPERINTENDENTS OR PRINCIPALS OF GRADED SCHOOLS.

| County. | City or district. | Superintendent. |
|---|---|---|
| Adams | Manchester | W. D. Burbage. |
| Allen | La Fayette | J. M. Baker. |
| Ashtabula | Ashtabula | George Beck. |
| Athens | Athens | J. M. Goodspeed. |
| Belmont | Bridgeport | A. B. Castle. |
| Butler | Hamilton | E. Bishop. |
| Champaign | Urbana | E. C. McClintock. |
| Clarke | Springfield | J. F. Reinmund. |
| Clermont | Batavia | G. W. Felter. |
| Clinton | Wilmington | C. W. Pritchard. |
| Columbiana | Columbiana | Clara A. Haas. |
| Crawford | Crestline | D. I. Foust. |
| Cuyahoga | Cleveland | A. J. Rickoff. |
| Darke | Gettysburg | C. H. Newcombe. |
| Delaware | Delaware | J. S. Campbell. |
| Erie | Sandusky | M. F. Cowdesy. |
| Fairfield | Lancaster | G. W. Welsh. |
| Franklin | Columbus | William Mitchell. |
| Gallia | Gallipolis | H. J. Caldwell. |
| Geauga | Parkman | R. Burton. |
| Greene | Yellow Springs | C. B. Palmer. |
| Guernsey | Washington | J. J. Burns. |
| Hamilton | Cincinnati | John Hancock. |
| Hancock | Findlay | E. Miller. |
| Hardin | Kenton | W. H. H. Avery. |
| Henry | Napoleon | J. H. Loomis. |
| Highland | Greenfield | C. W. Cole. |
| Hocking | Logan | J. C. Mitchell. |
| Holmes | Millersburg | A. S. Millholland. |
| Huron | Bellevue | J. B. Loveland. |
| Jackson | Jackson | C. S. Smart. |
| Jefferson | Steubenville | J. Buchanan. |
| Knox | Mt. Vernon | R. B. Marsh. |
| Lake | Painesville | T. W. Harvey. |
| Lawrence | Hanging Rock | H. M. Adams. |
| Licking | Newark | G. W. Walker. |
| Logan | Bellefontaine | J. Shaw. |
| Logan | Quincy | J. S. Mason. |
| Lorain | Oberlin | S. Sedgwick. |
| Lucas | Toledo | D. F. DeWolf. |
| Madison | London | W. M. McClintock. |
| Mahoning | Youngstown | P. T. Caldwell. |
| Marion | Marion | Mrs. Cuscaden. |
| Medina | Medina | S. G. Barnard. |
| Meigs | Pomeroy | A. Whitman. |
| Mercer | Celina | S. F. De Ford. |
| Miami | Piqua | W. Richardson. |
| Miami | Troy | A. J. Thompson. |
| Montgomery | Miamisburg | L. O. Foose. |
| Morgan | McConnellsville | T. M. Stevenson. |
| Morrow | Chesterville | P. M. Moore. |
| Muskingum | West Zanesville | D. Harris. |
| Noble | Middleburg | W. H. Piggott. |
| Ottawa | Elmore | J. Jenney. |
| Perry | Somerset | H. S. Doubleday. |
| Pickaway | Circleville | C. S. Smart. |
| Pike | Piketon | W. P. Eastman. |
| Portage | Ravenna | W. V. Hussey. |
| Preble | Lewisburg | C. C. Featherling. |
| Preble | New Paris | G. W. Gates. |

*School officers of Ohio*—Continued.

| County. | City or district. | Superintendent. |
|---|---|---|
| ıam | Calloday | A. Z. Thomas. |
| ıland | Belleville | H. P. Barnes. |
| ı | Chillicothe | G. H. Brenneman. |
| lusky | Clyde | S. Motley. |
| to | Portsmouth | John Bolton. |
| ca | Tiffin | S. J. Kirkwood. |
| by | Sydney | W. C. Catlin. |
| k | Alliance | W. H. Dressler. |
| k | Marlboro | F. S. Campbell. |
| k | Wilmot | A. C. Robertson. |
| ımit | Cuyahoga | V. P. Kline. |
| ımit | Hudson | —— Hassford. |
| mbull | Bloomfield | P. N. Haskell. |
| mbull | Warren | W. H. Pitt. |
| carawas | Dover | W. Hill. |
| on | Marysville | F. Wood. |
| Wert | Van Wert | George E. Lane. |
| rren | Franklin | H. Bennett. |
| rren | Mainville | N. Dwinnell. |
| rren | Morrow | J. C. Kinney. |
| shington | Marietta | G. B. Gear. |
| shington | Newport | M. C. Grimes. |
| yne | Dalton | W. H. Kidd. |
| yne | Wooster | J. Brinkerhoof. |
| lliams | Bryan | J. J. [illegible] |
| od | Portage | R. M. [illegible] |
| 'andott | Nevada | M. L. [illegible] |
| 'andott | Upper Sandusky | J. E. [illegible] |

*Statistical details of the number of townships, separate districts, sub-districts, and the number of graded and ungraded schools in Ohio, for 1863.*

| Counties. | Number of townships. | Number of separate districts. | NUMBER OF SUB-DISTRICTS. | | | NUMBER OF SCHOOLS. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Sub-districts. | | Sep. dist's. | | | | | |
| | | | Single. | Joint. | Total. | Ungraded. | Graded. | Ungraded. | Graded. | Central or high. | German and English. | Colored. | Total. |
| Adams | 12 | 3 | 117 | 13 | 130 | 130 | ..... | 1 | 2 | 2 | ..... | 3 | 138 |
| Allen | 12 | 7 | 98 | 7 | 105 | 104 | 2 | 1 | 6 | 3 | ..... | ..... | 116 |
| Ashland | 15 | 4 | 101 | 15 | 116 | 116 | ..... | 3 | 1 | 1 | ..... | ..... | 121 |
| Ashtabula | 23 | 5 | 185 | 31 | 216 | 215 | 1 | 1 | 4 | 4 | ..... | ..... | 225 |
| Athens | 14 | 5 | 131 | 10 | 141 | 141 | ..... | 3 | 2 | 1 | ..... | 2 | 149 |
| Auglaize | 14 | 5 | 88 | 5 | 93 | 92 | 1 | 2 | 3 | 1 | 2 | ..... | 101 |
| Belmont | 16 | 7 | 133 | 19 | 152 | 149 | 3 | 3 | 4 | 3 | ..... | 7 | 169 |
| Brown | 16 | 5 | 128 | 14 | 142 | 141 | 1 | ..... | 5 | 3 | 2 | 7 | 159 |
| Butler | 13 | 6 | 105 | 11 | 116 | 112 | 4 | 2 | 20 | 3 | 4 | 3 | 148 |
| Carroll | 14 | 3 | 97 | ..... | 97 | 97 | ..... | 2 | 1 | 3 | ..... | ..... | 103 |
| Champaign | 12 | 5 | 96 | 6 | 102 | 99 | 3 | 2 | 3 | 2 | ..... | 6 | 115 |
| Clarke | 10 | 5 | 79 | 13 | 92 | 90 | 2 | 2 | ..... | 1 | 2 | 3 | 100 |
| Clermont | 14 | 10 | 109 | 24 | 133 | 133 | ..... | 3 | 7 | 2 | 1 | 6 | 152 |
| Clinton | 13 | 6 | 76 | 19 | 95 | 93 | 2 | 4 | 2 | ..... | ..... | 6 | 107 |
| Columbiana | 18 | 8 | 123 | 9 | 132 | 131 | ..... | 1 | 7 | 4 | ..... | ..... | 144 |
| Coshocton | 22 | 2 | 124 | 14 | 138 | 135 | 3 | ..... | 2 | 3 | ..... | ..... | 143 |
| Crawford | 15 | 3 | 107 | 4 | 111 | 106 | 5 | ..... | 3 | 3 | 1 | ..... | 118 |
| Cuyahoga | 19 | 7 | 135 | 21 | 156 | 152 | 4 | 1 | 13 | 3 | ..... | ..... | 173 |
| Darke | 20 | 9 | 156 | 6 | 162 | 162 | ..... | 4 | 4 | 1 | 1 | 4 | 176 |
| Defiance | 12 | 1 | 97 | 1 | 98 | 98 | ..... | ..... | 1 | 1 | 1 | 1 | 102 |
| Delaware | 12 | 4 | 137 | 12 | 149 | 149 | ..... | ..... | 4 | ..... | ..... | ..... | 153 |
| Erie | 10 | 6 | 63 | 18 | 81 | 79 | 2 | 1 | 5 | 5 | 4 | ..... | 96 |
| Fairfield | 13 | 9 | 117 | 13 | 130 | 128 | 2 | 4 | 5 | 2 | ..... | 1 | 142 |
| Fayette | 10 | 3 | 79 | 4 | 83 | 82 | 1 | 1 | 2 | ..... | ..... | 4 | 90 |
| Franklin | 18 | 7 | 165 | 17 | 182 | 180 | 2 | 2 | 10 | 7 | 2 | 7 | 210 |
| Fulton | 12 | 4 | 100 | 8 | 108 | 108 | ..... | 3 | 1 | 1 | ..... | ..... | 113 |
| Gallia | 15 | 1 | 122 | 14 | 136 | 136 | ..... | ..... | 1 | 1 | ..... | 16 | 154 |
| Geauga | 16 | 1 | 118 | 17 | 129 | 129 | ..... | ..... | 1 | 3 | ..... | ..... | 133 |
| Greene | 14 | 3 | 68 | 24 | 92 | 92 | ..... | 2 | 7 | 2 | ..... | 10 | 113 |
| Guernsey | 19 | 6 | 112 | 15 | 127 | 126 | 1 | 3 | 3 | 1 | ..... | 3 | 137 |
| Hamilton | 15 | 51 | 91 | 13 | 104 | 91 | 23 | 9 | 42 | 8 | 1 | 12 | 176 |
| Hancock | 18 | 4 | 138 | 1 | 139 | 139 | ..... | ..... | 4 | 2 | 1 | ..... | 146 |
| Hardin | 15 | 4 | 102 | 2 | 104 | 103 | 1 | 2 | 2 | 2 | 1 | ..... | 111 |
| Harrison | 15 | 7 | 87 | 8 | 95 | 95 | ..... | 5 | 2 | 1 | ..... | 2 | 105 |
| Henry | 13 | 2 | 81 | 4 | 85 | 85 | ..... | 1 | 1 | 2 | ..... | ..... | 89 |
| Highland | 17 | 7 | 98 | 30 | 128 | 128 | ..... | 5 | 4 | 2 | ..... | 6 | 145 |
| Hocking | 11 | 1 | 93 | 4 | 97 | 90 | ..... | ..... | 1 | 1 | ..... | 3 | 104 |
| Holmes | 14 | 1 | 103 | 2 | 105 | 105 | ..... | ..... | 1 | 1 | ..... | ..... | 109 |
| Huron | 19 | 8 | 110 | 39 | 149 | 145 | 3 | 1 | 7 | 6 | 1 | ..... | 163 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jackson | 11 | 1 | 91 | 9 | 100 | 100 | ..... | ..... | 1 | 1 | ..... | 7 | 109 |
| Jefferson | 14 | 5 | 98 | 16 | 114 | 114 | ..... | 1 | 4 | 3 | ..... | 4 | 126 |
| Knox | 22 | 2 | 131 | 17 | 148 | 147 | 1 | ..... | 2 | 2 | ..... | ..... | 152 |
| Lake | 8 | 4 | 68 | 15 | 83 | 83 | ..... | ..... | 4 | 3 | ..... | ..... | 90 |
| Lawrence | 14 | 2 | 105 | 3 | 108 | 107 | 1 | ..... | 2 | 2 | 1 | 6 | 119 |
| Licking | 26 | 7 | 170 | 28 | 198 | 198 | ..... | ..... | 7 | 8 | 1 | 1 | 215 |
| Logan | 17 | 6 | 110 | 7 | 117 | 114 | 3 | ..... | 6 | 3 | ..... | 5 | 131 |
| Lorain | 21 | 6 | 136 | 24 | 160 | 148 | 12 | ..... | 6 | 3 | ..... | ..... | 160 |
| Lucas | 12 | 6 | 65 | 5 | 70 | 70 | ..... | 1 | 17 | 4 | 8 | 1 | 101 |
| Madison | 14 | 4 | 79 | 7 | 86 | 86 | ..... | 1 | 3 | 1 | ..... | 1 | 92 |
| Mahoning | 15 | 4 | 113 | 17 | 130 | 128 | 2 | ..... | 4 | 3 | ..... | ..... | 137 |
| Marion | 15 | 4 | 110 | 7 | 117 | 117 | ..... | 2 | 2 | 2 | ..... | ..... | 123 |
| Medina | 17 | 4 | 121 | 23 | 144 | 142 | 2 | 1 | 3 | 3 | ..... | ..... | 151 |
| Meigs | 12 | 8 | 119 | 7 | 126 | 126 | ..... | 2 | 6 | ..... | 1 | 2 | 137 |
| Mercer | 14 | 2 | 93 | 8 | 101 | 99 | 2 | 1 | 1 | 1 | ..... | 5 | 109 |
| Miami | 12 | 6 | 102 | 7 | 109 | 109 | ..... | 1 | 6 | 2 | ..... | 2 | 120 |
| Monroe | 18 | 4 | 123 | 18 | 141 | 141 | ..... | ..... | 4 | ..... | ..... | 1 | 146 |
| Montgomery | 14 | 6 | 110 | 8 | 118 | 114 | 4 | 2 | 8 | 3 | 1 | 2 | 134 |
| Morgan | 14 | 3 | 121 | 7 | 128 | 126 | 2 | ..... | 3 | 2 | ..... | 1 | 134 |
| Morrow | 16 | 3 | 97 | 19 | 116 | 113 | 3 | ..... | 3 | 2 | ..... | ..... | 121 |
| Muskingum | 24 | 10 | 149 | 14 | 163 | 162 | 1 | 4 | 8 | 3 | 1 | 5 | 184 |
| Noble | 15 | 3 | 112 | 14 | 126 | 126 | ..... | 1 | 2 | 1 | ..... | ..... | 130 |
| Ottawa | 11 | 2 | 57 | 1 | 58 | 54 | 4 | ..... | 2 | 2 | ..... | ..... | 62 |
| Paulding | 12 | 1 | 69 | 3 | 72 | 72 | ..... | 1 | ..... | ..... | ..... | 4 | 77 |
| Perry | 13 | 2 | 103 | 9 | 112 | 110 | 2 | 1 | 1 | 1 | ..... | ..... | 115 |
| Pickaway | 15 | 5 | 96 | 8 | 104 | 104 | ..... | 2 | 3 | 2 | ..... | 1 | 112 |
| Pike | 14 | 2 | 78 | 9 | 87 | 87 | ..... | ..... | 2 | ..... | 1 | 7 | 97 |
| Portage | 20 | 4 | 132 | 30 | 162 | 162 | ..... | 2 | 2 | 3 | ..... | ..... | 169 |
| Preble | 12 | 7 | 90 | 7 | 97 | 93 | 4 | 3 | ..... | ..... | ..... | 1 | 101 |
| Putnam | 15 | 6 | 102 | 3 | 105 | 105 | ..... | 4 | 2 | ..... | 1 | ..... | 112 |
| Richland | 18 | 7 | 129 | 7 | 136 | 135 | 1 | 3 | 4 | 3 | 2 | ..... | 142 |
| Ross | 16 | 5 | 140 | 10 | 150 | 149 | 1 | 2 | 7 | 2 | 2 | 12 | 175 |
| Sandusky | 12 | 5 | 101 | 13 | 114 | 114 | ..... | ..... | 5 | 3 | 2 | ..... | 124 |
| Scioto | 15 | 1 | 88 | 14 | 102 | 98 | 4 | ..... | 1 | 2 | 2 | 3 | 110 |
| Seneca | 15 | 5 | 147 | 6 | 153 | 152 | 1 | 2 | 3 | 2 | 1 | ..... | 161 |
| Shelby | 14 | 2 | 101 | 2 | 103 | 103 | ..... | 2 | ..... | 1 | 3 | 5 | 114 |
| Stark | 17 | 13 | 125 | 22 | 147 | 140 | 7 | 7 | 6 | 4 | ..... | ..... | 164 |
| Summit | 16 | 8 | 116 | 27 | 143 | 140 | 3 | 3 | 5 | 5 | ..... | ..... | 156 |
| Trumbull | 25 | 5 | 171 | 22 | 193 | 187 | 6 | 1 | 4 | 3 | ..... | ..... | 201 |
| Tuscarawas | 22 | 6 | 128 | 22 | 150 | 145 | 5 | 1 | 5 | 5 | 2 | ..... | 163 |
| Union | 14 | 2 | 114 | 10 | 124 | 123 | 1 | ..... | 1 | ..... | ..... | 2 | 127 |
| Van Wert | 12 | 2 | 92 | ..... | 92 | 92 | ..... | ..... | 2 | 3 | ..... | 1 | 98 |
| Vinton | 12 | 3 | 85 | 4 | 89 | 87 | 2 | 2 | 1 | 2 | ..... | ..... | 94 |
| Warren | 11 | 11 | 78 | 14 | 92 | 90 | 2 | 4 | 7 | 3 | ..... | 5 | 111 |
| Washington | 23 | 9 | 169 | 28 | 197 | 197 | ..... | 4 | 5 | 2 | ..... | 8 | 216 |
| Wayne | 16 | 8 | 124 | 16 | 140 | 137 | 3 | 3 | 5 | 1 | ..... | ..... | 149 |
| Williams | 12 | 5 | 114 | 2 | 116 | 114 | 2 | 2 | 3 | 5 | ..... | ..... | 126 |
| Wood | 18 | 4 | 130 | 9 | 139 | 135 | 4 | ..... | 4 | 2 | ..... | ..... | 145 |
| Wyandott | 13 | 3 | 94 | 12 | 106 | 102 | 4 | ..... | 3 | ..... | ..... | ..... | 109 |
| Totals | 1,347 | 473 | 9,668 | 1,070 | 10,738 | 10,583 | 155 | 140 | 379 | 198 | 55 | 204 | 11,714 |

*Statistical details of the average number of pupils in daily attendance in the schools in Ohio for the year* 1869.

| Counties. | Sub-district. | | SEPARATE DISTRICT. | | | | Central or high. | | German and English. | | Colored. | | Total. | | Grand total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Ungraded. | | Graded. | | | | | | | | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| Adams | 1 889 | 1, 613 | 49 | 27 | 131 | 106 | ..... | ..... | ..... | ..... | 22 | 16 | 2, 091 | 1, 762 | 3, 853 |
| Allen | 1, 814 | 1, 524 | 37 | 35 | 576 | 454 | 40 | 65 | ..... | ..... | ..... | ..... | 2, 467 | 2, 178 | 4, 645 |
| Ashland | 1, 823 | 1, 719 | 104 | 148 | 184 | 169 | 16 | 35 | ..... | ..... | ..... | ..... | 2, 127 | 2, 071 | 4, 198 |
| Ashtabula | 2, 464 | 2, 051 | 84 | 60 | 274 | 268 | 33 | 47 | ..... | ..... | ..... | ..... | 2, 855 | 2, 426 | 5, 281 |
| Athens | 1, 857 | 1, 768 | 78 | 65 | 225 | 119 | 11 | 32 | ..... | ..... | ..... | ..... | 2, 171 | 1, 984 | 4, 155 |
| Auglaize | 1, 371 | 1, 201 | 35 | 28 | 249 | 254 | 30 | 42 | 160 | 150 | ..... | ..... | 1, 845 | 1, 675 | 3, 520 |
| Belmont | 2, 736 | 2, 256 | 331 | 349 | 302 | 320 | 31 | 63 | ..... | ..... | 82 | 67 | 3, 482 | 3, 055 | 6, 537 |
| Brown | 2, 048 | 1, 996 | ..... | ..... | 495 | 468 | 25 | 25 | 37 | 11 | 142 | 126 | 2, 747 | 2, 626 | 5, 373 |
| Butler | 1, 826 | 1, 602 | 65 | 56 | 870 | 900 | 66 | 81 | 107 | 130 | 56 | 58 | 2, 990 | 2, 827 | 5, 817 |
| Carroll | 1, 541 | 1, 364 | 90 | 97 | 52 | 60 | ..... | ..... | ..... | ..... | ..... | ..... | 1, 683 | 1, 521 | 3, 204 |
| Champaign | 1, 421 | 1, 186 | 84 | 75 | 343 | 325 | 21 | 31 | ..... | ..... | 57 | 53 | 1, 926 | 1, 670 | 3, 596 |
| Clarke | 1, 655 | 1, 359 | 64 | 66 | 717 | 697 | 16 | 16 | 77 | 73 | 84 | 67 | 2, 613 | 2, 278 | 4, 891 |
| Clermont | 2, 497 | 2, 135 | 150 | 150 | 605 | 620 | 62 | 50 | 15 | 14 | 74 | 82 | 3, 403 | 3, 051 | 6, 454 |
| Clinton | 1, 541 | 1, 348 | 200 | 232 | 134 | 176 | ..... | ..... | ..... | ..... | 54 | 48 | 2, 019 | 1, 804 | 3, 823 |
| Columbiana | 2, 186 | 1, 981 | 17 | 25 | 860 | 891 | 65 | 85 | ..... | ..... | ..... | ..... | 3, 128 | 2, 982 | 6, 110 |
| Coshocton | 1, 984 | 1, 772 | ..... | ..... | 167 | 149 | 36 | 34 | ..... | ..... | ..... | ..... | 2, 187 | 1, 955 | 4, 142 |
| Crawford | 1, 768 | 1, 563 | ..... | ..... | 610 | 509 | 47 | 71 | 46 | 43 | ..... | ..... | 2, 471 | 2, 186 | 4, 657 |
| Cuyahoga | 2, 444 | 2, 374 | 88 | 68 | 3, 937 | 3, 754 | 107 | 138 | ..... | ..... | ..... | ..... | 6, 576 | 6, 334 | 12, 910 |
| Darke | 2, 492 | 2, 112 | 108 | 93 | 319 | 252 | 19 | 15 | 30 | 28 | 44 | 37 | 3, 012 | 2, 537 | 5, 549 |
| Defiance | 1, 282 | 1, 333 | ..... | ..... | 150 | 200 | 18 | 20 | 16 | 20 | 9 | 4 | 1, 475 | 1, 577 | 3, 052 |
| Delaware | 1, 947 | 1, 696 | ..... | ..... | 421 | 440 | ..... | ..... | ..... | ..... | ..... | ..... | 2, 368 | 2, 136 | 4, 504 |
| Erie | 991 | 943 | 75 | 64 | 806 | 741 | 63 | 101 | 136 | 147 | ..... | ..... | 2, 071 | 1, 996 | 4, 067 |
| Fairfield | 2, 484 | 2, 169 | 150 | 115 | 688 | 411 | 33 | 35 | ..... | ..... | 26 | 10 | 3, 381 | 2, 740 | 6, 121 |
| Fayette | 1, 271 | 1, 112 | 25 | 35 | 180 | 161 | 30 | 27 | ..... | ..... | 42 | 49 | 1, 548 | 1, 385 | 2, 932 |
| Franklin | 2, 389 | 2, 101 | 90 | 80 | 1, 376 | 1, 404 | 96 | 149 | 546 | 449 | 138 | 147 | 4, 635 | 4, 330 | 8, 965 |
| Fulton | 1, 540 | 1, 309 | 198 | 105 | 120 | 104 | 33 | 35 | ..... | ..... | ..... | ..... | 1, 891 | 1, 553 | 3, 444 |
| Gallia | 1, 860 | 1, 800 | ..... | ..... | 264 | 242 | 32 | 31 | ..... | ..... | 196 | 166 | 2, 352 | 2, 239 | 4, 591 |
| Geauga | 1, 198 | 1, 077 | 99 | 95 | ..... | ..... | 25 | 40 | ..... | ..... | ..... | ..... | 1, 322 | 1, 212 | 2, 534 |
| Greene | 1, 452 | 1, 156 | 70 | 67 | 601 | 605 | 39 | 50 | ..... | ..... | 181 | 197 | 2, 343 | 2, 075 | 4, 418 |
| Guernsey | 2, 015 | 1, 828 | 144 | 153 | 290 | 293 | 19 | 25 | ..... | ..... | 28 | 23 | 2, 496 | 2, 322 | 4, 818 |
| Hamilton | 2, 525 | 2, 379 | 373 | 316 | 10, 788 | 9, 632 | 381 | 421 | 139 | 131 | 288 | 357 | 14, 514 | 13, 236 | 27, 750 |
| Hancock | 1, 944 | 1, 728 | ..... | ..... | 392 | 354 | 65 | 47 | 26 | 41 | ..... | ..... | 2, 427 | 2, 170 | 4, 597 |
| Hardin | 1, 275 | 1, 212 | 77 | 77 | 212 | 201 | 22 | 46 | 92 | 63 | 8 | ..... | 1, 686 | 1, 599 | 3, 285 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jackson | 1,870 | 1,634 | | | 128 | 132 | 20 | 18 | | | 87 | 79 | 2,103 | 1,863 | 3,966 |
| Jefferson | 1,544 | 1,396 | 47 | 33 | 624 | 574 | 70 | 96 | | | 69 | 60 | 2,354 | 2,069 | 4,443 |
| Knox | 2,084 | 1,867 | | | 359 | 361 | 34 | 66 | | | | | 2,477 | 2,294 | 4,771 |
| Lake | 925 | 880 | | | 434 | 307 | 69 | 77 | | | | | 1,428 | 1,264 | 2,692 |
| Lawrence | 2,167 | 1,825 | | | 375 | 415 | 51 | 76 | 26 | 25 | 87 | 82 | 2,706 | 2,423 | 5,129 |
| Licking | 2,688 | 2,455 | | | 473 | 514 | 110 | 135 | 13 | 12 | 10 | 13 | 3,294 | 3,129 | 6,423 |
| Logan | 1,632 | 1,507 | | | 472 | 507 | 47 | 55 | | | 62 | 35 | 2,213 | 2,194 | 4,407 |
| Lorain | 1,851 | 1,818 | | | 494 | 494 | 130 | 141 | | | | | 2,475 | 2,453 | 4,928 |
| Lucas | 1,196 | 1,175 | 41 | 39 | 1,612 | 1,309 | 35 | 61 | 288 | 221 | 24 | 27 | 3,196 | 2,922 | 6,118 |
| Madison | 1,084 | 1,026 | 52 | 48 | 242 | 238 | 29 | 24 | | | 15 | 20 | 1,422 | 1,356 | 2,778 |
| Mahoning | 2,016 | 1,805 | | | 468 | 480 | 45 | 45 | | | | | 2,529 | 2,330 | 4,859 |
| Marion | 1,278 | 1,102 | 45 | 31 | 243 | 272 | 15 | 15 | | | | | 1,581 | 1,420 | 3,001 |
| Medina | 1,744 | 1,536 | | | 142 | 139 | 57 | 64 | | | | | 1,943 | 1,739 | 3,682 |
| Meigs | 1,621 | 1,558 | 36 | 35 | 712 | 642 | | | | | | | 2,369 | 2,235 | 4,604 |
| Mercer | 1,472 | 1,255 | | | 145 | 149 | 20 | 21 | | | 48 | 40 | 1,685 | 1,465 | 3,150 |
| Miami | 1,787 | 1,559 | 129 | 113 | 781 | 848 | 52 | 74 | | | 74 | 68 | 2,823 | 2,662 | 5,485 |
| Monroe | 2,007 | 1,763 | | | 209 | 216 | | | | | | | 2,276 | 1,979 | 4,255 |
| Montgomery | 2,041 | 1,725 | 60 | 73 | 1,966 | 1,834 | 77 | 125 | 58 | 41 | 45 | 30 | 4,247 | 3,828 | 8,075 |
| Morgan | 1,746 | 1,577 | | | 210 | 250 | 50 | 59 | | | 12 | 9 | 2,018 | 1,886 | 3,904 |
| Morrow | 1,584 | 1,342 | | | 213 | 246 | 37 | 33 | | | | | 1,834 | 1,621 | 3,455 |
| Muskingum | 2,731 | 2,341 | 163 | 140 | 1,086 | 1,001 | 69 | 82 | 55 | 28 | 76 | 72 | 4,180 | 3,664 | 7,844 |
| Noble | 2,206 | 1,688 | 37 | 37 | 41 | 42 | | | | | | | 2,284 | 1,767 | 4,051 |
| Ottawa | 966 | 836 | | | 120 | 133 | | | | | | | 1,086 | 969 | 2,055 |
| Paulding | 789 | 708 | 108 | 143 | | | | | | | 29 | 41 | 926 | 892 | 1,818 |
| Perry | 1,827 | 1,479 | | | 185 | 257 | 10 | 25 | | | | | 2,022 | 1,761 | 3,783 |
| Pickaway | 1,551 | 1,289 | 61 | 51 | 450 | 521 | 27 | 43 | | | 32 | 34 | 1,121 | 1,938 | 4,059 |
| Pike | 1,067 | 916 | | | 134 | 141 | | | 21 | 21 | 74 | 79 | 1,296 | 1,157 | 2,453 |
| Portage | 1,818 | 1,620 | 72 | 63 | 343 | 336 | 39 | 53 | | | | | 2,272 | 2,072 | 4,344 |
| Preble | 1,659 | 1,475 | 111 | 98 | 338 | 383 | | | | | 14 | 4 | 2,122 | 1,960 | 4,082 |
| Putnam | 1,538 | 1,296 | 148 | 122 | 118 | 122 | | | 34 | 32 | | | 1,838 | 1,472 | 3,310 |
| Richland | 2,284 | 2,128 | 170 | 140 | 562 | 567 | 35 | 62 | 75 | 73 | | | 3,126 | 2,970 | 6,096 |
| Ross | 1,791 | 1,647 | 68 | 69 | 621 | 533 | 23 | 50 | 58 | 65 | 115 | 131 | 2,679 | 2,495 | 5,174 |
| Sandusky | 1,404 | 1,632 | | | 563 | 681 | 22 | 26 | 23 | 18 | | | 2,012 | 2,357 | 4,369 |
| Scioto | 1,373 | 1,942 | | | 551 | 562 | 41 | 35 | 51 | 51 | 31 | 31 | 2,047 | 1,921 | 3,968 |
| Seneca | 2,301 | 1,852 | 86 | 102 | 459 | 429 | 20 | 25 | 68 | 77 | | | 2,934 | 2,485 | 5,419 |
| Shelby | 1,358 | 1,239 | | | 347 | 298 | 20 | 30 | 61 | 67 | 59 | 48 | 1,845 | 1,682 | 3,527 |
| Stark | 2,895 | 2,422 | 414 | 398 | 718 | 708 | 75 | 70 | | | | | 4,102 | 3,598 | 7,700 |
| Summit | 1,867 | 1,617 | 130 | 113 | 678 | 633 | 170 | 163 | | | | | 2,845 | 2,526 | 5,371 |
| Trumbull | 2,886 | 2,723 | 27 | 34 | 411 | 377 | 58 | 61 | | | | | 3,382 | 3,195 | 6,577 |
| Tuscarawas | 2,712 | 2,308 | 44 | 31 | 566 | 536 | 54 | 75 | | | | | 3,376 | 2,950 | 6,326 |
| Union | 2,817 | 2,507 | | | 130 | 134 | | | | | 18 | 30 | 2,965 | 2,761 | 5,726 |
| Van Wert | 1,234 | 1,124 | | | 372 | 336 | 23 | 30 | | | 7 | 8 | 1,636 | 1,498 | 3,134 |
| Vinton | 1,098 | 1,086 | 42 | 63 | 100 | 128 | 18 | 37 | | | | | 1,258 | 1,314 | 2,572 |
| Warren | 1,725 | 1,591 | 112 | 115 | 563 | 603 | 26 | 30 | | | 42 | 26 | 2,468 | 2,365 | 4,833 |
| Washington | 3,197 | 3,069 | 171 | 145 | 730 | 672 | 26 | 53 | | | 77 | 111 | 4,201 | 4,070 | 8,271 |
| Wayne | 2,835 | 2,512 | 103 | 109 | 570 | 551 | 53 | 61 | | | | | 3,561 | 3,233 | 6,794 |
| Williams | 1,836 | 1,657 | 125 | 128 | 140 | 147 | | | | | | | 2,101 | 1,932 | 4,033 |
| Wood | 1,973 | 1,826 | | | 270 | 289 | 42 | 47 | | | | | 2,285 | 2,162 | 4,447 |
| Wyandott | 1,222 | 1,406 | | | 378 | 392 | | | | | | | 1,600 | 1,798 | 3,398 |
| Totals | 161,666 | 144,635 | 5,829 | 5,434 | 50,887 | 48,581 | 3,594 | 4,364 | 2,374 | 2,104 | 2,774 | 2,693 | 227,054 | 207,811 | 434,865 |

*Statement showing amount and sources of school moneys received in Ohio during the year 1869.*

| Counties. | RECEIPTS. | | | | | | |
|---|---|---|---|---|---|---|---|
| | Balance on hand September 1, 1868. | State tax. | Irreducible school fund. | Township tax for school and school-house purposes. | Fines, licenses, and other miscellaneous sources. | From adjoining townships for joint sub-district schools. | Grand total of receipts. |
| Adams | $11,153 60 | $12,270 88 | $844 34 | $26,868 17 | $63 40 | $252 57 | $51,452 96 |
| Allen | 14,455 78 | 13,966 86 | 2,259 84 | 28,694 79 | 412 59 | 326 66 | 60,136 72 |
| Ashland | 7,575 43 | 11,833 97 | 1,474 61 | 30,850 91 | 121 18 | 422 68 | 52,278 78 |
| Ashtabula | 23,685 91 | 15,498 12 | 1,234 06 | 52,044 28 | 502 66 | 2,290 13 | 95,905 16 |
| Athens | 8,957 46 | 13,578 74 | 1,158 79 | 18,945 43 | 403 31 | 89 27 | 43,133 00 |
| Auglaize | 15,102 56 | 12,481 04 | 4,901 50 | 19,368 23 | 3,934 79 | 49 00 | 55,887 12 |
| Belmont | 25,745 53 | 21,251 46 | 8,137 84 | 53,309 69 | 1,569 37 | 1,164 50 | 111,191 32 |
| Brown | 10,312 38 | 18,022 53 | 1,294 58 | 44,284 96 | 4,912 94 | 814 33 | 88,641 72 |
| Butler | 56,410 12 | 14,227 73 | 6,983 10 | 49,881 39 | 100 28 | 617 09 | 128,618 64 |
| Carroll | 9,490 35 | 7,753 86 | 2,363 39 | 22,787 75 | 425 81 | 6 86 | 42,802 46 |
| Champaign | 17,443 38 | 13,238 10 | 1,419 94 | 61,776 11 | 898 64 | 643 21 | 95,450 38 |
| Clarke | 38,902 09 | 15,673 57 | 1,506 75 | 77,300 57 | 7,077 71 | 3,701 36 | 145,282 05 |
| Clermont | 30,582 71 | 20,136 41 | 1,346 30 | 65,568, 60 | 622 85 | 1,918 98 | 120,177 91 |
| Clinton | 22,507 40 | 9,297 64 | 1,112 87 | 44,123 61 | 736 15 | 2,363 89 | 82,146 56 |
| Columbiana | 18,104 19 | 20,656 38 | 8,171 17 | 45,008 59 | 9,649 53 | 897 76 | 103,289 69 |
| Coshocton | 16,350 98 | 13,290 20 | 830 36 | 30,233 08 | 257 85 | 1,018 66 | 61,979 13 |
| Crawford | 26,420 36 | 13,401 18 | 2,057 49 | 63,466 33 | 73,337 15 | 77 18 | 178,765 68 |
| Cuyahoga | 197,395 17 | 52,073 36 | 4,951 43 | 203,501 56 | 77,976 07 | 7,476 74 | 543,364 35 |
| Darke | 23,075 91 | 18,073 68 | 4,322 58 | 57,617 57 | 2,805 96 | 139 10 | 106,634 16 |
| Defiance | 8,871 01 | 8,539 20 | 1,602 69 | 14,853 92 | 73 50 | | 34,000 92 |
| Delaware | 4,971 13 | 1,186 81 | 34 60 | 15,978 65 | 697 70 | | 23,868 89 |
| Erie | 10,636 15 | 13,298 84 | 1,077 73 | 32,419 76 | 851 99 | 487 15 | 78,771 55 |
| Fairfield | 8,080 93 | 9,836 96 | 490 24 | 9,087 22 | 421 08 | | 20,625 73 |
| Fayette | 15,503 40 | 7,875 09 | 640 06 | 31,901 61 | 213 72 | 427 80 | 56,021 61 |
| Franklin | 46,446 92 | 27,446 05 | 3,237 33 | 100,401 11 | 7,813 61 | 1,471 24 | 195,816 86 |
| Fulton | 7,808 16 | 9,220 98 | 1,572 76 | 21,096 66 | 3,350 64 | 400 06 | 43,956 30 |
| Gallia | 8,210 54 | 14,913 70 | 1,388 52 | 28,945 50 | 554 58 | 544 62 | 54,583 46 |
| Geauga | 11,331 36 | 8,294 14 | 303 39 | 26,353 67 | 1,358 90 | 867 80 | 48,709 16 |
| Greene | 12,315 09 | 15,068 71 | 3,144 52 | 61,208 78 | 4,644 70 | 5,754 02 | 102,719 81 |
| Guernsey | 11,918 53 | 13,138 10 | 1,430 16 | 30,885 71 | 925 31 | 893 03 | 58,711 44 |
| Hamilton | 113,713 41 | 190,886 64 | 10,504 80 | 557,965 01 | 199,103 70 | 616 00 | 1,058,783 15 |
| Hancock | 13,721 60 | 12,668 90 | 2,925 50 | 37,841 98 | 2,523 17 | 113 25 | 71,851 78 |
| Hardin | 8,700 35 | 8,978 42 | 2,060 17 | 22,890 63 | 769 50 | 9 73 | 44,430 82 |
| Harrison | 21,996 85 | 10,843 91 | 3,930 20 | 34,200 51 | 133 28 | 892 54 | 66,997 35 |
| Henry | 9,844 51 | 7,753 20 | 3,938 44 | 10,218 86 | 116 64 | | 31,871 70 |
| Highland | 21,096 92 | 15,936 17 | 1,044 18 | 61,776 77 | 8,137 32 | 2,718 63 | 108,730 00 |
| Hocking | 7,508 13 | 10,221 40 | 1,350 37 | 15,051 18 | 177 96 | 179 90 | 34,488 94 |
| Holmes | 11,135 95 | 14,145 60 | 1,826 79 | 18,984 91 | 169 75 | 13 00 | 46,189 00 |
| Huron | 21,157 14 | 14,910 74 | 3,170 94 | 60,569 58 | 16,592 70 | 3,795 08 | 119,215 54 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Jackson | 13,690 51 | 11,599 02 | 893 84 | 20,316 63 | 181 00 | 1,011 50 | 47,622 50 |
| Jefferson | 26,227 91 | 15,200 40 | 7,904 73 | 54,502 75 | 472 10 | 1,696 74 | 106,604 63 |
| Knox | 10,170 74 | 13,862 06 | 1,148 04 | 36,156 49 | 3,428 27 | 400 26 | 65,186 76 |
| Lake | 9,901 87 | 7,284 20 | 584 55 | 23,898 73 | 947 13 | 688 39 | 43,304 87 |
| Lawrence | 9,032 62 | 17,474 94 | 1,050 05 | 30,676 96 | 784 40 | 60 00 | 59,079 06 |
| Licking | 24,428 88 | 19,049 50 | 1,417 43 | 59,840 06 | 1,030 04 | 781 33 | 106,547 24 |
| Logan | 11,743 25 | 13,378 66 | 1,156 81 | 39,021 93 | 459 21 | 201 72 | 65,961 58 |
| Lorain | 24,288 55 | 25,777 07 | 1,006 32 | 49,111 13 | 1,143 04 | 2,104 81 | 103,430 92 |
| Lucas | 7,349 55 | 20,825 38 | 2,521 22 | 79,867 46 | 1,168 85 | 19,410 30 | 131,142 76 |
| Madison | 22,570 53 | 7,982 54 | 562 66 | 42,496 59 | 1,079 28 | 648 63 | 76,240 23 |
| Mahoning | 26,981 63 | 14,561 35 | 2,537 36 | 42,178 55 | 668 40 | 1,234 89 | 88,162 18 |
| Marion | 11,655 52 | 8,851 83 | 1,231 25 | 28,118 44 | 1,217 55 | 437 37 | 51,511 96 |
| Medina | 15,310 02 | 9,978 32 | 778 89 | 29,120 67 | 491 66 | 1,271 63 | 56,951 19 |
| Meigs | 5,812 19 | 22,760 02 | 773 55 | 55,840 24 | 2,085 39 | 345 27 | 87,616 66 |
| Mercer | 8,538 43 | 9,710 04 | 3,576 67 | 16,709 41 | 611 39 | 297 93 | 39,443 87 |
| Miami | 30,686 46 | 18,668 84 | 4,907 03 | 76,604 45 | 1,618 18 | 1,452 95 | 133,938 43 |
| Monroe | 12,968 46 | 14,862 19 | 2,883 19 | 24,327 36 | 473 70 | 1,554 68 | 57,069 58 |
| Montgomery | 22,962 46 | 33,201 51 | 9,011 86 | 173,333 92 | 25,278 22 | 3,371 16 | 266,459 13 |
| Morgan | 14,859 30 | 11,146 80 | 2,758 46 | 31,787 77 | 907 52 | 1,449 08 | 62,935 93 |
| Morrow | 7,481 48 | 10,952 58 | 2,151 64 | 48,983 08 | 587 25 | 719 58 | 70,875 61 |
| Muskingum | 11,622 40 | 26,456 75 | 4,068 75 | 57,631 46 | 9,633 62 | 146 45 | 109,559 43 |
| Noble | 13,102 54 | 11,515 40 | 1,725 93 | 20,592 01 | 205 56 | 1,006 11 | 48,147 55 |
| Ottawa | 7,861 83 | 6,345 38 | 2,069 95 | 16,489 34 | 466 70 | 8 00 | 33,241 20 |
| Paulding | 3,971 66 | 4,493 25 | 1,874 88 | 9,553 79 | 8 53 | 175 89 | 20,078 00 |
| Perry | 6,653 36 | 12,071 41 | 1,302 75 | 19,469 31 | 73 20 | 700 18 | 40,330 21 |
| Pickaway | 38,005 36 | 12,681 40 | 2,907 85 | 45,025 43 | 149 65 | 677 17 | 99,437 86 |
| Pike | 10,217 89 | 8,612 80 | 522 05 | 24,075 52 | 6,117 42 | 458 03 | 50,003 71 |
| Portage | 21,877 33 | 13,074 60 | 1,049 23 | 54,620 71 | 12,464 76 | 1,925 38 | 105,012 01 |
| Preble | 23,742 24 | 13,154 46 | 4,528 59 | 48,574 17 | 177 88 | 7 00 | 90,184 34 |
| Putnam | 8,579 48 | 9,593 95 | 2,523 56 | 16,704 07 | 216 42 | 1,047 68 | 38,665 16 |
| Richland | 18,427 09 | 14,965 12 | 2,407 88 | 56,288 98 | 22,278 68 | 410 13 | 114,777 88 |
| Ross | 33,240 38 | 21,164 58 | 2,109 02 | 70,690 36 | 375 64 | 301 29 | 127,881 27 |
| Sandusky | 10,579 21 | 13,304 62 | 1,469 70 | 43,508 53 | 436 23 | 400 63 | 69,698 92 |
| Scioto | 18,370 02 | 17,918 27 | 1,589 19 | 44,222 19 | 351 46 | 770 54 | 83,221 67 |
| Seneca | 24,686 27 | 18,092 25 | 4,193 30 | 34,611 61 | 7,560 16 | 364 05 | 89,507 64 |
| Shelby | 19,305 25 | 10,843 46 | 3,737 22 | 28,075 20 | 1,196 13 | 11 34 | 63,168 60 |
| Stark | 35,468 95 | 26,439 00 | 4,545 38 | 77,871 59 | 16,055 37 | 1,734 75 | 162,115 04 |
| Summit | 25,449 43 | 16,410 80 | 1,747 58 | 76,009 82 | 7,583 83 | 1,309 39 | 128,510 85 |
| Trumbull | 21,811 49 | 16,298 52 | 1,458 65 | 54,054 43 | 525 57 | 1,715 71 | 95,864 36 |
| Tuscarawas | 13,331 18 | 17,321 09 | 1,583 78 | 57,728 27 | 1,202 67 | 853 95 | 92,020 94 |
| Union | 14,523 00 | 9,891 00 | 691 70 | 30,037 19 | 1,030 45 | 1,352 95 | 57,526 29 |
| Van Wert | 11,639 98 | 9,164 90 | 2,559 48 | 23,049 76 | 10,080 86 | ..... | 56,594 98 |
| Vinton | 6,048 60 | 8,695 40 | 955 87 | 15,477 07 | 28 36 | 272 30 | 31,477 60 |
| Warren | 21,054 20 | 14,676 42 | 6,269 83 | 57,167 65 | 3,723 73 | 2,120 16 | 105,011 99 |
| Washington | 11,974 58 | 23,161 30 | 2,737 66 | 50,146 53 | 2,554 00 | 1,338 42 | 91,912 49 |
| Wayne | 19,551 03 | 20,683 87 | 4,895 89 | 57,362 88 | 26,735 07 | 2,669 56 | 131,898 30 |
| Williams | 11,498 44 | 11,942 40 | 2,937 50 | 22,311 99 | 2,593 98 | 529 77 | 51,816 08 |
| Wood | 10,968 48 | 12,673 34 | 6,028 68 | 30,667 82 | 21,745 44 | 348 34 | 82,432 10 |
| Wyandott | 11,891 10 | 8,365 21 | 4,717 48 | 12,156 90 | 528 20 | 377 50 | 38,036 39 |
| Total | 1,761,901 56 | 1,432,804 55 | 227,747 47 | 4,334,863 71 | 624,088 92 | 105,943 68 | 8,493,349 80 |

*Statement showing the amount and objects of expenditure in Ohio for the year 1869.*

| Counties. | EXPENDITURES. Amount paid teachers within the year. Common. | Central or high. | German and English. | Colored. | Total paid teachers. | Sites, buildings, and repairs. | Fuel and other contingent expenses. | To adjoining townships for joint sub-district schools. | Grand total of expenditures. | Balance on hand Sept. 1, 1869. |
|---|---|---|---|---|---|---|---|---|---|---|
| Adams | $27,340 88 | $962 00 | ..... | $442 50 | $28,765 38 | $7,145 78 | $2,736 58 | $351 75 | $39,199 47 | $12,333 43 |
| Allen | 24,786 65 | 2,955 25 | $750 00 | ..... | 28,491 90 | 8,136 87 | 5,960 11 | 182 44 | 42,771 32 | 17,365 40 |
| Ashland | 26,159 65 | 1,681 25 | ..... | ..... | 27,840 90 | 9,344 54 | 5,600 65 | 616 19 | 43,402 28 | 8,876 50 |
| Ashtabula | 34,870 60 | ..... | ..... | ..... | 34,870 60 | 21,563 50 | 7,279 93 | 1,250 27 | 64,997 29 | 30,907 87 |
| Athens | 23,042 63 | 1,410 00 | ..... | 349 00 | 24,801 63 | 5,669 46 | 2,872 09 | 294 38 | 33,437 89 | 9,695 31 |
| Auglaize | 20,958 93 | 1,000 00 | 1,728 00 | ..... | 23,686 93 | 10,940 23 | 3,513 59 | 15 71 | 38,156 46 | 17,730 68 |
| Belmont | 45,925 11 | 1,754 25 | ..... | 1,219 92 | 48,899 28 | 22,168 50 | 9,585 55 | 825 36 | 81,176 69 | 30,014 63 |
| Brown | 41,855 05 | 2,940 00 | 500 00 | 2,117 42 | 47,412 47 | 11,485 90 | 7,309 31 | 723 45 | 66,931 20 | 21,710 58 |
| Butler | 55,897 72 | 1,950 00 | 2,430 00 | 1,414 34 | 61,492 11 | 16,357 90 | 12,287 39 | 636 82 | 90,964 15 | 37,254 49 |
| Carroll | 16,075 82 | ..... | ..... | ..... | 16,075 82 | 14,893 88 | 3,148 35 | 129 30 | 34,244 35 | 8,558 11 |
| Champaign | 37,441 73 | 2,440 00 | ..... | 1,334 00 | 41,215 73 | 22,503 73 | 7,044 33 | 886 69 | 72,252 48 | 23,107 90 |
| Clarke | 44,552 35 | 1,200 00 | 800 00 | 1,452 50 | 48,004 85 | 34,273 43 | 17,253 70 | 3,036 89 | 102,568 87 | 42,713 18 |
| Clermont | 52,171 64 | 1,600 00 | ..... | 595 29 | 54,367 06 | 21,193 34 | 8,692 88 | 2,076 37 | 86,329 65 | 33,848 98 |
| Clinton | 32,718 02 | ..... | ..... | 1,209 93 | 33,927 95 | 17,764 72 | 5,017 30 | 1,163 90 | 58,474 07 | 23,679 49 |
| Columbiana | 42,917 06 | 5,316 00 | ..... | ..... | 48,233 06 | 11,886 49 | 6,170 04 | 713 60 | 67,003 19 | 36,266 42 |
| Coshocton | 28,530 51 | 1,630 00 | ..... | ..... | 30,160 51 | 7,496 70 | 4,790 41 | 925 30 | 43,372 92 | 18,606 21 |
| Crawford | 28,476 51 | 3,040 00 | 495 00 | ..... | 32,011 51 | 109,753 24 | 12,032 73 | 59 24 | 153,857 39 | 24,008 36 |
| Cuyahoga | 147,593 30 | 16,197 24 | ..... | ..... | 163,790 54 | 241,945 21 | 51,343 21 | 3,693 92 | 460,202 88 | 63,161 47 |
| Darke | 44,461 06 | ..... | 400 00 | 842 40 | 45,703 46 | 21,666 37 | 8,118 68 | 217 01 | 75,725 52 | 30,008 64 |
| Defiance | 16,924 28 | 1,500 00 | 500 00 | ..... | 18,924 28 | 2,655 64 | 1,727 40 | 15 00 | 23,322 32 | 10,678 60 |
| Delaware | 9,283 56 | ..... | ..... | ..... | 9,283 56 | 556 90 | 5,949 78 | ..... | 15,300 24 | 7,478 65 |
| Erie | 27,406 94 | 3,839 50 | 1,528 50 | ..... | 32,768 94 | 28,261 38 | 6,462 00 | 877 50 | 68,370 81 | 10,409 74 |
| Fairfield | 9,625 02 | 1,647 82 | 1,054 73 | 375 01 | 12,702 58 | 4,225 99 | 2,317 28 | ..... | 19,245 85 | 1,579 66 |
| Fayette | 29,360 96 | ..... | ..... | 993 30 | 30,253 56 | 5,706 97 | 4,700 91 | 363 52 | 41,130 96 | 15,490 65 |
| Franklin | 76,660 13 | 10,256 00 | 11,900 00 | 4,525 64 | 102,744 77 | 61,908 28 | 11,081 18 | 785 25 | 176,800 48 | 19,207 36 |
| Fulton | 17,259 60 | ..... | ..... | ..... | 17,259 60 | 14,131 13 | 2,202 55 | 256 64 | 33,849 92 | 9,408 38 |
| Gallia | 25,960 94 | 2,133 34 | ..... | 2,181 15 | 30,275 43 | 8,307 68 | 4,961 50 | 423 90 | 43,128 51 | 11,454 95 |
| Geauga | 16,471 28 | 904 13 | ..... | ..... | 17,405 41 | 13,182 23 | 4,000 22 | 271 80 | 34,929 36 | 11,788 80 |
| Greene | 39,918 20 | 2,960 00 | 400 00 | 3,579 13 | 46,877 33 | 22,898 40 | 8,312 58 | 3,830 37 | 81,906 68 | 20,813 13 |
| Guernsey | 30,921 87 | 700 00 | ..... | 339 68 | 31,961 55 | 8,960 85 | 4,098 12 | 749 44 | 44,869 96 | 13,841 48 |
| Hamilton | 431,393 01 | 99,895 01 | 1,172 29 | 12,418 43 | 475,708 74 | 238,197 98 | 211,843 03 | 9,953 29 | 933,563 52 | 127,220 03 |
| Hancock | 30,613 98 | 3,733 38 | 400 00 | ..... | 34,747 31 | 15,768 35 | 6,214 03 | 95 17 | 56,824 86 | 15,026 98 |
| Hardin | 23,390 13 | ..... | 1,030 50 | 35 00 | 24,450 63 | 8,910 65 | 2,350 81 | 8 40 | 35,620 49 | 8,804 33 |
| Harrison | 27,431 04 | 1,400 00 | ..... | 585 09 | 29,420 73 | 15,360 62 | 4,300 88 | 1,097 15 | 50,185 38 | 18,601 97 |
| Henry | 13,555 90 | 2,630 85 | ..... | ..... | 16,386 75 | 2,975 91 | 2,063 54 | 90 60 | 20,745 70 | 11,196 00 |
| Highland | 46,166 50 | 700 00 | 573 75 | 1,444 40 | 48,884 65 | 27,834 30 | 8,303 75 | 2,869 04 | 87,892 70 | 20,647 30 |
| Hocking | 19,378 84 | 774 65 | ..... | 185 00 | 20,338 97 | 4,253 66 | 1,750 87 | 276 61 | 26,620 41 | 7,355 63 |
| Holmes | 23,545 19 | 1,450 00 | 315 00 | ..... | 25,310 19 | 9,018 93 | 3,467 25 | 149 74 | 37,954 09 | 8,693 91 |
| Huron | [illegible] | [illegible] | 1,[illegible] 13 | ..... | 29,944 63 | 36,314 20 | 9,502 75 | 1,747 78 | 104,940 68 | 25,985 88 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Jackson | 23,042 86 | 720 00 | | 736 75 | 24,499 61 | 3,341 64 | 1,757 72 | 740 31 | 30,339 28 | 17,283 22 |
| Jefferson | 35,234 11 | 2,051 75 | | 1,094 69 | 38,380 55 | 34,378 90 | 4,324 15 | 955 95 | 78,039 55 | 28,565 08 |
| Knox | 29,049 22 | 3,650 00 | | | 32,699 22 | 10,036 02 | 6,768 07 | 558 67 | 50,061 98 | 15,124 78 |
| Lake | 15,922 40 | 4,598 00 | | | 20,520 40 | 7,651 14 | 4,025 13 | 718 29 | 32,914 96 | 10,389 91 |
| Lawrence | 31,414 11 | 3,280 00 | 570 00 | 1,066 91 | 36,331 02 | 9,193 91 | 6,486 79 | 50 00 | 52,061 72 | 7,017 34 |
| Licking | 47,579 65 | 5,397 50 | 400 00 | 300 00 | 53,677 15 | 17,022 62 | 9,004 74 | 724 64 | 80,429 15 | 26,118 09 |
| Logan | 30,833 37 | 2,695 00 | | 568 25 | 34,096 62 | 8,225 70 | 6,975 96 | 282 01 | 49,580 29 | 16,381 20 |
| Lorain | 31,504 42 | 1,643 25 | 1,000 00 | | 34,147 67 | 30,263 41 | 6,237 90 | 1,436 36 | 72,085 34 | 31,345 58 |
| Lucas | 51,081 91 | 6,501 35 | 4,200 00 | 500 00 | 62,283 26 | 32,123 55 | 25,458 64 | 2,155 52 | 122,020 97 | 9,121 79 |
| Madison | 25,950 03 | 2,300 00 | 84 00 | 469 83 | 28,803 86 | 12,945 25 | 11,248 02 | 314 52 | 53,311 65 | 22,928 58 |
| Mahoning | 34,254 01 | 1,428 00 | | | 35,682 01 | 14,439 84 | 6,826 32 | 1,203 01 | 58,151 18 | 30,011 00 |
| Marion | 22,340 67 | 1,847 80 | | | 24,188 47 | 7,677 57 | 4,785 23 | 442 38 | 37,093 65 | 14,418 31 |
| Medina | 22,827 94 | 1,267 50 | | | 24,095 44 | 8,763 40 | 4,486 73 | 1,217 34 | 38,562 91 | 18,388 28 |
| Meigs | 32,492 09 | 678 25 | 447 75 | 1,127 85 | 34,745 94 | 28,628 72 | 3,687 12 | 1,109 76 | 68,171 54 | 19,445 12 |
| Mercer | 19,114 79 | 800 00 | 326 00 | 523 00 | 20,763 79 | 6,446 27 | 1,560 00 | 297 93 | 29,067 99 | 10,375 88 |
| Miami | 47,973 62 | 4,440 00 | | 1,251 00 | 53,664 62 | 39,327 10 | 9,838 01 | 1,660 27 | 104,490 00 | 29,448 43 |
| Monroe | 31,680 73 | | | 104 79 | 31,785 52 | 6,341 96 | 4,246 61 | 1,642 07 | 44,015 46 | 13,054 12 |
| Montgomery | 87,973 97 | 9,946 47 | 1,390 25 | 940 00 | 100,250 69 | 68,865 35 | 52,052 34 | 2,513 78 | 223,682 16 | 42,776 97 |
| Morgan | 28,954 59 | 692 00 | | 210 00 | 29,856 59 | 20,529 34 | 3,764 87 | 1,690 24 | 55,841 04 | 7,094 89 |
| Morrow | 24,397 79 | 1,680 00 | | | 26,077 79 | 20,374 64 | 7,441 37 | 552 62 | 54,446 42 | 16,429 19 |
| Muskingum | 61,400 01 | 3,200 00 | 1,166 66 | 1,774 58 | 67,541 25 | 19,485 00 | 9,825 48 | 299 56 | 97,151 29 | 12,408 14 |
| Noble | 28,938 49 | | | | 28,938 49 | 2,023 26 | 2,885 03 | 788 01 | 34,634 79 | 13,512 76 |
| Ottawa | 11,183 89 | 714 00 | 190 00 | | 12,087 89 | 7,400 50 | 2,037 78 | | 21,586 17 | 11,655 03 |
| Paulding | 10,211 60 | | | 568 80 | 10,780 40 | 2,035 30 | 1,770 88 | 55 89 | 14,642 47 | 5,435 53 |
| Perry | 23,608 09 | 500 00 | | | 24,108 09 | 6,068 85 | 3,320 93 | 606 45 | 34,104 32 | 6,225 89 |
| Pickaway | 33,684 97 | 3,300 00 | | 460 00 | 37,444 97 | 7,806 26 | 5,695 61 | 542 78 | 51,489 62 | 47,948 24 |
| Pike | 20,036 46 | | | 1,036 00 | 21,072 46 | 10,208 15 | 2,706 04 | 458 03 | 34,444 68 | 15,559 03 |
| Portage | 32,764 48 | 2,850 08 | | | 35,614 56 | 32,984 65 | 8,497 94 | 2,286 00 | 79,383 15 | 25,628 86 |
| Preble | 39,360 29 | | | 138 70 | 39,498 99 | 13,012 59 | 7,853 67 | 111 32 | 60,476 57 | 29,707 77 |
| Putnam | 17,345 84 | | 281 00 | | 17,626 84 | 6,466 78 | 2,291 80 | 19 59 | 26,405 01 | 12,260 15 |
| Richland | 34,283 44 | 1,836 25 | 835 00 | | 36,954 69 | 52,219 95 | 7,584 49 | 577 51 | 97,336 64 | 17,441 24 |
| Ross | 47,224 24 | 3,873 56 | 1,150 00 | 2,131 94 | 54,379 74 | 13,954 89 | 9,162 36 | 218 75 | 77,715 74 | 50,165 53 |
| Sandusky | 28,934 09 | 4,334 80 | 1,009 13 | | 34,278 02 | 14,795 72 | 6,146 98 | 553 97 | 55,774 69 | 13,924 23 |
| Scioto | 37,393 13 | 2,150 00 | 855 00 | 778 10 | 41,106 23 | 17,469 05 | 4,431 90 | 239 10 | 63,246 28 | 19,975 39 |
| Seneca | 35,687 65 | 1,172 50 | 1,000 50 | 115 50 | 37,976 15 | 13,827 63 | 13,221 44 | 471 19 | 65,496 41 | 24,011 23 |
| Shelby | 26,182 45 | 500 00 | 869 00 | 700 00 | 28,251 45 | 11,163 45 | 4,288 08 | 58 80 | 43,761 78 | 19,406 82 |
| Stark | 55,350 09 | 5,900 00 | | | 61,250 09 | 38,262 12 | 8,210 15 | 1,897 90 | 109,620 26 | 52,494 78 |
| Summit | 43,709 83 | 7,228 88 | | | 50,938 71 | 36,326 75 | 11,842 71 | 1,997 33 | 101,105 50 | 27,405 35 |
| Trumbull | 40,980 78 | 3,072 50 | | | 44,053 28 | 11,063 43 | 7,293 84 | 1,633 37 | 64,043 92 | 31,820 44 |
| Tuscarawas | 41,929 73 | 5,014 81 | 570 00 | | 47,514 54 | 19,967 68 | 6,032 63 | 618 38 | 74,133 23 | 17,887 71 |
| Union | 28,424 35 | | | 172 00 | 28,596 35 | 8,325 96 | 3,658 70 | 1,027 43 | 41,608 44 | 15,917 85 |
| Van Wert | 18,877 47 | 1,525 00 | | 176 00 | 20,578 47 | 17,505 22 | 2,949 34 | 14 26 | 41,047 29 | 15,547 69 |
| Vinton | 18,804 64 | 800 00 | | | 19,604 64 | 3,349 88 | 2,060 83 | 180 85 | 25,196 20 | 6,281 40 |
| Warren | 45,676 08 | 4,350 00 | | 1,400 50 | 51,426 58 | 18,461 97 | 10,568 35 | 2,279 05 | 82,735 95 | 22,276 04 |
| Washington | 47,650 38 | 2,543 68 | 450 00 | 1,242 50 | 51,886 56 | 12,227 01 | 7,786 08 | 1,251 42 | 73,151 07 | 18,761 42 |
| Wayne | 36,254 82 | 1,400 00 | | | 37,654 82 | 56,358 84 | 7,382 30 | 1,893 02 | 103,288 98 | 28,609 32 |
| Williams | 25,630 25 | | | | 25,630 25 | 7,851 97 | 2,260 81 | 24 81 | 35,767 84 | 16,048 24 |
| Wood | 27,450 49 | 1,240 00 | 3,118 91 | | 31,809 40 | 30,250 07 | 3,203 81 | 884 79 | 66,148 07 | 16,284 03 |
| Wyandott | 18,957 89 | | | | 18,957 89 | 2,332 35 | 2,077 33 | 498 72 | 23,866 29 | 14,170 10 |
| Totals | 3,335,579 55 | 231,143 35 | 47,144 10 | 58,037 75 | 3,671,904 75 | 2,024,728 61 | 834,159 50 | 84,023 73 | 6,614,816 59 | 1,878,533 30 |

## OREGON.

Information furnished by educators in this State gives an encouraging picture of the progress of educational sentiment, the building of school-houses, and establishing schools in most of the local settlements of the State. Much regret is expressed that the legislature has, as yet, established no State board of education, or provided for the election of a State superintendent. Such being the case, no statistics can be furnished to show the condition of education.

### FEATURES OF THE SCHOOL LAW.

The constitution of the State provides that the governor shall act as superintendent of public instruction, unless the legislature shall order otherwise. No powers seem to be given to him except that of appeal, in certain cases, from the county superintendents. The county superintendent to be elected for a term of two years, and to receive a salary of not less than $50 nor more than $500, as the county court shall order, his duties including a general supervision of school affairs in the county. Districts are organized by the meeting of six or more electors, who shall elect three directors and a clerk, under whose management the schools are placed. They must have a school taught for at least three months of the year, which shall be free to all residents of the district. School must be kept six hours and a half daily. The proceeds of all lands and bequests which shall be granted to the State for educational purposes, shall be forever kept for that purpose, in addition to all money accruing to the State from escheat or forfeiture. The 500,000 acres which were granted to this State by Congress are devoted to school uses, and 5 per cent. of the net proceeds of the sales of public lands. These sources to make a consolidated fund, irreducible and separate, for the use of common schools. In addition, the county court shall levy a school tax of two mills on the dollar yearly, to be collected at the same time and in the same manner as other taxes.

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## PENNSYLVANIA.

The annual report of the superintendent of common schools, Hon. J. P. Wickersham, presents the following facts for 1869:

| | | Increase for the year. |
|---|---|---|
| Number of school districts | 1,971 | 53 |
| Number of schools | 13,936 | 270 |
| Number of graded schools | 2,445 | 63 |
| Number of superintendents | 76 | |
| Number of teachers | 17,142 | 371 |
| Average salaries of male teachers per month | $39 00 | |
| Average salaries of female teachers per month | $30 52 | |
| Average length of school term, (months) | 6.04 | |
| Number of pupils, (including Philadelphia) | 815,753 | 15,238 |
| Average number of pupils | 548,075 | 37,971 |
| Percentage of attendance upon the whole number registered | .67 | |
| Cost of tuition for the year | $3,500,704 26 | $227,434 00 |
| Total cost for tuition, building, &c., and contingencies | $6,893,111 67 | |
| Total cost, including all expenses | $6,986,148 92 | $785,610 16 |
| Estimated value of school property | $14,045,632 00 | |

### SCHOOL SYSTEM.

Notwithstanding the school law of Pennsylvania was made general in 1848, at the beginning of the year 1867 there were twenty-four districts, in twelve different counties, that stubbornly refused to put schools in operation under the system, and, as a consequence, were losing their annual State appropriations, and, in a great measure, depriving about 6,000 children of the advantages of an education. Since that time, however, under the operation of the law of 1867, and urged by the superintendents of the counties, nearly all have adopted the system, according to law.

Harmony district, in Beaver County, under the control of a society known as "Economites," still refuses to adopt the system, but a good school is supported by the society. The school system may, therefore, be regarded as substantially universal, made so by the voluntary consent of the people.

The political divisions of Pennsylvania are counties and townships. Following this division the school law, as it now stands, contemplates a supervision of the schools, by three classes of superintendents, corresponding to these political divisions; first, for the *State, second* for the counties, and third for the townships.

The present law, however, is regarded as objectionable with reference to the mode prescribed for the payment of the salaries of the county superintendents, as a consequence of which great inequality in the salaries results, and great injustice to several counties, the salary of the superintendent in each county being fixed by the convention of directors for the county. For example, the county of Cameron, with a small territory and twenty-five schools, pays the superintendent as large a salary as the county of Bradford, with a territory three times as large and with nearly fifteen times as many schools. This defect in the law leads the State superintendent to call the attention of the legislature to it.

### THE STATE SUPERINTENDENT

is now appointed by the governor, with the consent of the senate. It is recommended that he be elected by a popular vote, and for a longer term than three years.

### COUNTY SUPERINTENDENTS

have been appointed during the last sixteen years—since 1854—and, wherever persons well qualified have filled the office, it has done great good and is popular. The work thus done cannot, it is believed, be so well accomplished by any other agency. The law of 1867 prescribes certain conditions of eligibility for this office, and if these were made a little more stringent, it is thought some benefit might result.

### DIRECTORS.

The present school system has always required the election in every school district (township) of the Commonwealth of a board of six directors, to whom are intrusted the establishment and regulation of the schools. They are to locate and build school-houses, levy and collect taxes, employ and dismiss teachers, grade the schools, fix the length of the term, prescribe text-books, and see that the system is faithfully carried out. Whatever is now done, therefore, to promote the interest of schools in a district is an exact measure of the advance made by public opinion in respect to education; and it is thought that the policy is a good one, as a little done by the people themselves is better than more done by some extraneous agency. It is this very power of local self-government that has made us the nation we are.

A board of directors can appoint its secretary district superintendent, and pay him a stated salary. Wherever this has been done it has proved so beneficial that it is thought the plan should be generally adopted, as no means are more likely to strengthen the directory or district board.

### CITY AND BOROUGH SUPERINTENDENTS.

The law of 1867 provides for the election of superintendents of schools in cities and boroughs containing over 10,000 inhabitants. This would make a fourth class of superintendents, and it is proposed now to make this law imperative. Twelve cities and boroughs have already adopted it voluntarily.

### TEACHERS.

There are four grades of certificates now granted; and this is deemed necessary, as the profession of teaching is in a state of growth, and the several certificates simply mark the successive stages of that growth. Of the 15,504 teachers in the schools of the State, outside of the city of Philadelphia, in 1868–'69, 2,938 had never taught before, 2,728 had taught less than a year, and only 2,938 had taught more than five years. The certificate of the lowest grade is a mere license to begin to teach, and is limited to one year. The next higher grade is a certificate giving a license to teach in the county where it is issued during the term of the superintendent granting it and for one year thereafter. This is granted to any good teacher who can pass an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and the theory of teaching. About 1,267 teachers hold professional certificates. The *permanent* certificate now granted is simply the *professional* certificate indorsed by boards of directors and a committee of teachers. It is permanently good in the county where the holder resides, and for one year in any other county. Five hundred and twelve now hold this certificate, and they are undoubtedly the best teachers in the State. But this certificate is regarded as too narrow in its requirements, and it is not granted according to any standard approaching uniformity.

The normal school board of examiners have power to grant State certificates, good everywhere in the State and unlimited as to time, to graduates of normal schools of two years' standing who come before them fully recommended as good teachers by the proper officers. A similar certificate is given to practical teachers who pass the prescribed examination.

### SCHOOL STUDIES.

The branches now required in every district are spelling, reading, writing, grammar, arithmetic, geography, and history of the United States. These are believed to be the basis of all knowledge.

### TEXT-BOOKS.

The law now leaves the matter of selecting text-books in the hands of the boards of directors of the several districts. It is believed that the attempt to create State uniformity would fail, and that, if secured, it would be a kind of school machinery that would not work smoothly, but would be liable to get out of order. The experiment of securing county uniformity was tried, and it failed. District uniformity has been in a good degree secured. Little remains to be desired respecting text-books, except to prevent those frequent changes that are so expensive to parents, annoying to teachers, and profitless to pupils.

### ATTENDANCE AT SCHOOL.

The whole number of children attending school during the past year, as reported by the district school officers, was 815,753, and the average number was 548,675. The county superintendents of thirty-one counties estimate the number of pupils in private schools of all kinds, in their respective counties, at 30,267. The whole number of such pupils in the State, between the ages of six and twenty-one, cannot be less than 85,000, although some of them may attend public schools a part of the time.

Philadelphia had, in 1868, 20,534 children, between the ages of six and eighteen, that attended neither public nor private schools, and of whom nearly 11,000 were between the ages of six and twelve. From a recent school census of the city of Pittsburg, taken under the direction of the board of control, it appears that there are 20,617 persons in that city between the ages of six and twenty-one; and of these, 8,478 attend public schools and 4,877 attend private schools. Of children over six years of age and under fifteen, it was found that 3,781, nearly one-fourth of the whole number of that age, attended no school whatever. From these facts, and from estimates made with some care in other cities and towns and in the coal regions, the number of children in the State that do not attend any kind of school, and are generally growing up in ignorance, cannot be less than the number given last year, 75,000. The most of these neglected children are the children of foreigners, though there is a large number of the children of colored people scattered over the State, who, for some reason, remain away from the schools.

Aggregating the whole, we have—

| | |
|---|---|
| Attending public schools | 815,753 |
| Attending private schools | 85,000 |
| Not attending school | 75,000 |
| Whole number | 975,753 |

If the facts now stated even approximate the truth, our educational interests as a State are suffering from irregular attendance, truancy, and non-attendance. Almost every teacher and every school officer throughout the whole Commonwealth complains of these evils.

If children have no parents or natural protectors able or willing to care for them, they should be placed in "homes," and properly cared for at the public expense; but if they become vagrants through the neglect of persons who ought to care for them, those responsible should be punished, if necessary, to the extent of fine, imprisonment, or disfranchisement. The State cannot afford to wink at such a crime. The structure of our Government is such that to tolerate it would be in the end to sanction national suicide.

### SCHOOL REVENUES.

The public schools cost the State the past year $6,986,148 92. Pennsylvania, unlike many of her sister States, has no general school fund, and the money to defray this great expense is derived almost wholly from taxation. The State appropriation last year, for all school purposes, amounted to $534,017, and the balance was raised by taxes levied and collected in the several districts. These taxes are complained of, in many localities, as exceedingly heavy, and such is the fact. Twenty-six mills on every dollar of valuation is not an unusual school tax in certain localities, and it is easy to understand that the effect of such onerous taxation must be to cause the erection of poor school-houses, to shorten school terms, and lessen the salaries of teachers. The tax is, of course, much heavier in poor than in wealthy counties; as, for example, the average school tax in Potter County is 22.68 mills on the dollar, and in Berks 8.23 mills; in Cambria 18.39 mills, and in Delaware 4.50 mills.

The State superintendent says: "I am most heartily in favor of a large increase of the State appropriation for the support of our common schools. It has been largely increased within the last three years, and I shall continue to coöperate most cheerfully with all efforts made to increase it to the largest amount the condition of the State finances can be made safely to admit. If made as large as it should be, it will bring the needed relief to the districts that are now so oppressively taxed, without introducing a principle into the working of the system that would most assuredly, in the end, whatever appearances might indicate in the beginning, tend to weaken it in the affections of the people and cripple its efficiency.

"In this connection it is proper to express the opinion that any division of our school fund, either of that appropriated by the State or of that raised by local taxation, and the use of a part of it for the support of schools established by particular individuals, parties, or sects, would be the virtual abandonment of the principle upon which our school system is founded, and prove, in the end, its complete destruction. No serious attempt in this direction has yet been made in Pennsylvania, but successes of the kind, gained elsewhere, may induce efforts to achieve success here; and it may as well be understood now, as at any time, that any attempt to divert the State school moneys from their present broad purpose of benefiting all alike to a contemplated narrow one, of aiding in promoting the interests of some private party or sect, will be met with the most determined opposition. What cannot be done for all parties and all sects must not be done for any. As far as possible the common schools must be kept free from whatever is offensive to any good citizen."

### HIGHER EDUCATION.

"Except in the matter of authorizing school directors to grade the schools, where they can be graded, our school law makes no provision for the encouragement of higher education. A district may tax itself to establish and support a high school, but the State lends it no helping hand in so doing. The appropriation the State makes is wholly to support common schools, and the tax it compels districts to impose upon themselves is exclusively for the same purpose. All money used to promote the interests of higher education is expended voluntarily by school officers, not in opposition to the law, but without there being in it any express compulsory stipulation to that effect."

### TEACHERS' INSTITUTES.

"There was an institute held in every county of the Commonwealth, with an attendance of actual members of 11,381; an average attendance of actual members of 8,216; an attendance of honorary members of 1,936; an aggregate attendance of spectators, counting those present at some one session of each institute, of 28,230; an average attendance of spectators of 12,758. These institutes were instructed by 558 lecturers and 253 essayists, and cost the several counties $10,796 81, and the members $2,262 32."

### NORMAL SCHOOLS.

"The whole number of students who have attended the four State normal schools is 10,237, and the whole number who have graduated is 321. These institutions had, during the past year, 76 professors and teachers; 4,178 students, of whom 481 were in the model schools; 7,560 volumes in their libraries; property of the estimated value of $302,273 78; to which, if the estimated value of the property of the State normal school of the sixth district, $120,000, be added, the sum would be $422,273 78; an aggregate indebtedness of $111,275, an income of $128,070 37, and expenditures to the amount of $132,405 63."

### COLLEGES.

"Collegiate privileges have been granted by the legislature of Pennsylvania to between forty and fifty institutions of learning. Over thirty of these are believed to be still in existence, but a number of them are in such a condition of constitutional weakness or premature decay that they would scarcely claim for themselves the rank of a college. Apart from these dilapidated institutions, we have some twelve or fifteen *live* colleges. These institutions have graduated 5,105 students, of whom 198 graduated the past year; and they have now 2,901 students in attendance, instructed by 149 professors. The volumes in their libraries amount to 97,938, and the value of their apparatus is $82,450. Their aggregate endowment, as reported, is $287,000, but it is known to be greater, though nothing like what is needed."

The State superintendent of common schools, Hon. J. P. Wickersham, has directed his special attention to securing, through the agency of the county superintendents, an increased interest in the general character of the schools throughout the State, and he has succeeded in awakening the attention of the local school officers and teachers to such a degree that the system is now rapidly developing its good results in producing

a greater earnestness in the work of education, and in demanding a higher standard of qualification on the part of teachers, as well as greater uniformity in the courses of instruction, and a more thorough system of gradation from the lower to the higher schools.

## PHILADELPHIA.

This city constitutes the first school district of Pennsylvania, whose educational affairs are managed by a board of school controllers. Since 1867 these officers must be residents of the respective wards, and they are appointed by the judiciary.

The following are the school statistics for 1869:

| | |
|---|---|
| Number of schools | 380 |
| High and normal schools | 2 |
| Grammar schools | 55 |
| Secondary schools | 108 |
| Primary schools | 182 |
| Unclassified schools | 33 |
| Male teachers | 80 |
| Female teachers | 1,435 |
| Average salaries of male teachers per month | $110 86 |
| Average salaries of female teachers per month | 34 36 |
| Belonging to schools | 81,283 |
| Amount of salaries of teachers | $734,725 48 |
| Total amount expended for schools | 1,139,657 24 |
| Valuation of school property | 2,787,200 00 |

In his report to the board of controllers, January 1869, the president, Daniel Steinmetz, says, in relation to the salaries of male teachers of the grammar schools: "The highest salary paid in a grammar school is $1,650, and for this is demanded an amount of talent which would command a much larger compensation in almost any other profession. It is a mortifying reflection that the great city of Philadelphia compels her male teachers to give the best years of their lives to her service without adequate compensation, and, when age brings weakness and decay, permits them to be removed from position, to depend, it may be, upon the cold charity of the world for daily bread." He says this is no fancy picture, "at least one case of this description having occurred within a month."

Referring to a new rule of the board prohibiting the pupils to take home their textbooks, he remarks that it is the wisest adopted by the board. "Under the old practice the teaching was done at home, to the annoyance and sometimes serious discomfort of the family circle, whilst the teacher's duty was mainly to hear recitations. Now the teacher is required to teach during the sessions of the school as well as to hear recitations, restricting all study to school hours."

### PUBLIC ENTERTAINMENTS BY GRAMMAR SCHOOLS.

The president, in his report, says: "I sincerely regret being obliged to condemn this system. Whilst the object had in view is generally, if not always, commendable, the evils are too great to warrant the practice, even for good objects. The amount of time and attention necessary to secure a creditable entertainment is so great that it cannot but seriously interfere with the studies of the school; and when to this is added the great annoyance to friends and acquaintances from the pertinacious efforts to dispose of tickets, and when, most important of all, we consider the influence of public performance, especially upon the youthful *female* mind, I think every judicious parent would be unwilling to expose his daughter to the evils possible to arise from these performances."

The president of the board of controllers of public schools, Hon. M. Hall Stanton, in his report, January, 1870, gives the following in relation to

### THE NIGHT SCHOOLS FOR ADULTS.

The night schools for adults, opened under the direction of the board during the past year, at a very moderate expense, have been eminently successful, and ought now to be regarded as incorporated into our system. Twelve of these schools, containing an average nightly attendance of over 2,300 pupils, in charge of some thirty-five or forty teachers, remained open during the fall and winter months, and it is conceded by all that much good has been effected through their instrumentality. The happy influence alone of these evening schools upon the order of a densely populated city cannot be overestimated. Perhaps the most efficient of these schools, and that which excited the most general interest in the community, was the "night school for artisans," at the Central High School.

The school remained open during a term of twenty weeks, under the care of Professor George Inman Riché, principal, with Professors Hopper, Bartine, Kern, and Houston, of the high school faculty, and Professor Warrington, as assistants.

### COMPULSORY EDUCATION.

It is estimated that upward of 20,000 children not attending any school, public, private, or parochial, are running the streets in idleness and vagabondism. That these poor children should be provided for there can be but one opinion, but to enact a compulsory law for their education, without other essential provisions, would be idle and chimerical.

That education is essential to the welfare of all classes, and a permanent source of blessing to all, is beyond dispute, but the mode of imparting such education to the class of poor unfortunates in question has not been suggested.

Not unless we clothe these 20,000 children, and place them, in point of appearance, on a level with those who now occupy almost every seat, can our public schools open their doors for these outcasts of society and render them the same facilities afforded to the better class now in attendance.

This wretched class, who stand so much in need of our sympathy, and for whom education would be a means of reformation, are in part composed of street wanderers, many of whom are often without a home, and with scarcely clothing enough to cover their nakedness. Without food, they beg and steal from actual necessity. When convicted of some petty offense and sent to prison, they find its discipline anything but a punishment, and on getting out seem to have no other thought than how to get back again.

Our streets are filled with boys of this character, and the many petty thefts daily committed by them is an evidence of the inefficiency of our laws to correct the evil. Again, children of bad and drunken parents are allowed to run at large, to the detriment of society and their own demoralization To compel drunken parents to perform a moral act is a thing impossible, and to impose a penalty for the non-performance of an act, in not sending their children to school, is simply absurd.

### A CITY SUPERINTENDENT NEEDED.

With regard to the subject of a graded course of instruction for the grammar, secondary, and primary schools, the president of the board says:

"Had the public schools of Philadelphia the very necessary and competent services of a city superintendent to interpret, arrange, and execute our rules upon this and other kindred matters of school government and discipline, how readily could these conflicting views be harmonized, and all difficulties and diversity of sentiment among the teachers adjusted! Let us hope that the time is not far distant when councils will see the imperative necessity of making the appropriation necessary to secure the services of such an executive head for the public schools. Our duty is simply to legislate. We need a proper officer to execute the laws essential to the prosperity and unity of the system."

## PITTSBURG.

The first annual report of the superintendent of public schools of Pittsburg contains an account of the number and condition of the schools for the year ending June 1, 1869. From this it appears that the first school law was enacted in 1834, through the influence of Thaddeus Stevens and others, and that Pittsburg availed itself of the provisions of this act in 1835, and "opened a public school with five pupils, under the charge of G. F. Gilmore. Few parents could then be induced to send their children to what was commonly considered a pauper school."

From an enrollment of 5 in 1835 there has been an increase to 12,000 in 1869, with an average monthly enrollment of 8,337, and an average monthly attendance of 6,826 for the year.

### CLASSIFICATION AND STATISTICS.

The schools are classified as primary, medium, grammar, and high. The high school has a four years' course of study, and an *advanced course*, answering to a normal school, a diploma from which is equivalent to a professional certificate issued by the city superintendent.

| | |
|---|---|
| Number of children enrolled during the year | 12,320 |
| Average daily attendance | 7,129 |
| Number of teachers | 204 |
| Number of pupils per teacher | 43 |
| Expended for teachers' salaries | $121,537 46 |

## *Tables of statistical details of the schools of Pennsylvania for* 18

Hon. J. P. WICKERSHAM, *superintendent common schools, Harrisburg.*

COUNTY SUPERINTENDENTS.

| County, city, and borough. | Name. | Post office. | No. of schools. | S |
|---|---|---|---|---|
| Adams | J. Howard Wert | Gettysburg | 157 | |
| Allegheny | A. T. Douthett | Pittsburg | 513 | 2, |
| Allentown City | R. K. Buehrle | Allentown | 44 | 1, |
| Altoona | John Miller | Altoona | 18 | |
| Armstrong | Samuel Murphy | Cochran's Mills | 229 | 1, |
| Beaver | George M. Fields | New Brighton | 170½ | 1, |
| Bedford | Henry W. Fisher | Bedford | 200½ | 1, |
| Berks | David B. Brunner | Reading | 491 | 1, |
| Blair | John B. Holland | Newry | 145 | 1, |
| Bradford | Austin A. Keeny | Le Raysville | 367½ | 1, |
| Bucks | H. B. Eastburn | New Hope | 252 | 1, |
| Butler | Samuel Glenn | Coultersville | 218½ | 1, |
| Cambria | Thomas J. Chapman | Ebensburg | 175½ | 1, |
| Cameron | Joseph B. Johnson | Emporium | 25 | 1, |
| Carbon | R. F. Hofford | Lehighton | 111 | 1, |
| Centre | R. M. Magee | Rebersburg | 190 | 1, |
| Chester | George L. Maris | West Chester | 335 | 1, |
| Chester City | A. A. Meader | Chester | 18 | 1, |
| Clarion | J. E. Woods | Knox | 176½ | |
| Clearfield | George W. Snyder | Clearfield | 153 | 1, |
| Clinton | A. D. Rowe | Lock Haven | 113 | |
| Columbia | Charles G. Barkley | Bloomsburg | 166 | 1, |
| Crawford | H. D. Persons | Cambridge Borough | 363⅛ | 1, |
| Cumberland | William A. Lindsey | Carlisle | 195 | 1, |
| Dauphin | D. H. E. La Ross | Hummelstown | 229 | 1, |
| Delaware | James W. Baker | Media | 103 | 1, |
| Easton Borough | W. W. Cottingham | Easton | 37 | 1, |
| Elk | Rufus Lucore | Early | 43 | |
| Erie | C. C. Taylor | Lundy's Lane | 300½ | 1, |
| Erie City | H. S. Jones | Erie | 31 | 1, |
| Fayette | Charles W. Wanee | Brownsville | 216½ | |
| Forest | S. F. Rohrer | Mariensville | 32 | |
| Franklin | Samuel Gelwicks | Upper Strasburg | 226 | 1, |
| Fulton | Hiram Winters | McConnellsburg | 68½ | |
| Greene | Thomas J. Teal | Rice's Landing | 171 | 1, |
| Harrisburg | Daniel S. Burns | Harrisburg | 47 | 1, |
| Huntingdon | David F. Tussey | Alexandria | 195½ | |
| Indiana | J. T. Gibson | Indiana | 229 | 1, |
| Jefferson | James A. Lowry | Punxsutawny | 132 | 1, |
| Juniata | George W. Lloyd | Thompsontown | 100 | |
| Lancaster | David Evans | Lancaster | 513 | 1, |
| Lawrence | William N. Aiken | Newcastle | 142 | 1, |
| Lebanon | William G. Lehman | Lebanon | 171 | 1, |
| Lehigh | E. J. Young | Allentown | 200 | 1, |
| Luzerne | Horace Armstrong | Wilkesbarre | 441½ | 2, |
| Lycoming | John T. Reed | Montoursville | 208½ | 1, |
| McKean | William J. Milliken | Smethport | 70½ | |
| Meadville City | W. J. C. Hall | Meadville | 15 | 2, |
| Mercer | N. W. Porter | Sharpville Furnace | 264½ | 1, |
| Mifflin | John M. Bell | Reedsville | 97 | |
| Monroe | Jeremiah Fruttchey | Stroudsburg | 125 | |
| Montgomery | Abel Rambo | Trappe | 268 | 1, |
| Montour | William Henry | Pottsgrove, Northumberland County. | 71 | |
| Northampton | William N. Walker | Bethlehem | 193⅜ | 1, |
| Northumberland | Saul Shipman | Sunbury | 160 | 1, |
| Perry | Lewis B. Kerr | Landisburg | 160 | |
| Pike | John Layton | Dingman's Ferry | 51 | |
| Pittsburg City | George J. Luckey | Pittsburg | 116 | 2, |
| Potter | J. W. Allen | Coudersport | 114 | 1, |

*Table of statistical details, &c.*—Continued.

| County, city, and borough. | Name. | Post office. | No. of schools. | Salary. |
|---|---|---|---|---|
| Pottsville Borough | Benj. F. Patterson | Pottsville | 32 | 1,500 00 |
| Schuylkill | Jesse Newlin | Port Carbon | 342 | 2,000 00 |
| Scranton City | Joseph Roney | Scranton | 25 | 1,800 00 |
| Snyder | William Moyer | Freeburg | 100 | 500 00 |
| Somerset | W. H. Sanner | Somerset | 194⅓ | 800 00 |
| Sullivan | John W. Martin | Dushore | 60 | 800 00 |
| Susquehanna | William C. Tilden | Forest Lake | 272½ | 1,000 00 |
| Tioga | Elias Horton, jr | Knoxville | 244½ | 1,250 00 |
| Union | C. V. Gundy | Lewisburg | 82 | 800 00 |
| Venango | Charles H. Dale | Franklin | 200½ | 1,500 00 |
| Warren | W. M. Lindsey | Warren | 168 | 1,000 00 |
| Washington | William G. Fee | Canonsburg | 281½ | 1,000 00 |
| Wayne | D. G. Allen | Prompton | 201 | 1,000 00 |
| Westmoreland | Henry M. Jones | Salem Cross Roads | 299¾ | 800 00 |
| Williamsport City | A. R. Horne | Williamsport | 31 | 700 00 |
| Wyoming | C. R. Lane | Tunkhannock | 89 | 500 00 |
| York | Stephen G. Boyd | York | 355½ | 1,500 00 |

*Statement showing the condition and working of the system of schools in Pennsylvania as exhibited by the reports.*

| | County, city, and borough. | HOUSES. | | | | | | | | | | | FURNITURE. | | | | | APPARATUS. | | | | SCHOOLS. | | | | | | EXAMINATIONS. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Whole number in district. | Number of frame. | Number of brick. | Number of stone. | Number of log. | Number built during year. | Number unfit for use. | Number having no privy. | Number with sufficient grounds. | Number with grounds suitably improved. | Number well ventilated. | Number with suitable furniture. | Number with insufficient furniture. | Number with injurious furniture. | Supplied with suitable furniture during the year. | Unsuitable furniture during the year. | Number well supplied with apparatus. | Number wholly without apparatus. | Number supplied during the year. | Number having outline maps. | Number of schools. | Number graded. | Graded during the year. | Number well classified. | Number in which books are uniform. | Number in which the bible is read. | Number of public examinations held. | Number of directors present. |
| 1 | Adams | 148 | 39 | 61 | 32 | 16 | 14 | 19 | 48 | 113 | .... | 73 | 98 | 17 | 27 | 14 | .... | 1 | 9 | .... | 107 | 159 | 14 | .... | 143 | 143 | 97 | 26 | 103 |
| 2 | Allegheny | 300 | 200 | 98 | 2 | .. | 10 | 10 | 64 | 170 | 24 | 137 | 180 | 120 | 7 | 17 | 6 | 24 | .... | 5 | 270 | 523 | 185 | 4 | 206 | 400 | 480 | 41 | 180 |
| 3 | Allentown City | 12 | 2 | 10 | .... | .... | .... | .... | .... | 5 | .... | 1 | 10 | .... | .... | 1 | .... | .... | .... | .... | 5 | 41 | 41 | .... | 41 | 41 | 40 | 2 | 4 |
| 4 | Altoona | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 5 | Armstrong | 223 | 214 | 4 | .... | 4 | 9 | 16 | 185 | 103 | 1 | 114 | 87 | 16 | 8 | .... | .... | 4 | 1 | .... | 183 | 233 | 6 | 4 | 215 | 227 | 219 | 24 | 70 |
| 6 | Beaver | 146 | 111 | 29 | 4 | 2 | 6 | 12 | 112 | 44 | 5 | 135 | 91 | 50 | 20 | 10 | 1 | 2 | 18 | 4 | 79 | 177 | 44 | 4 | 151 | 175 | 172 | 29 | 68 |
| 7 | Bedford | 197 | 111 | 9 | 9 | 68 | 20 | 37 | 175 | 126 | 3 | 114 | 148 | 23 | 49 | 25 | .... | 28 | 11 | 10 | 153 | 203 | 12 | 1 | 179 | 181 | 159 | 24 | 84 |
| 8 | Berks | 464 | 8 | 122 | 272 | 2 | 7 | 11 | 11 | 216 | 21 | 391 | 333 | 85 | .... | 5 | 1 | 81 | .... | 122 | 353 | 500 | 129 | 26 | 421 | 441 | 481 | 45 | 199 |
| 9 | Blair | 124 | 96 | 15 | 2 | 11 | 7 | 30 | 66 | 36 | .... | 47 | 57 | 67 | 29 | 6 | 1 | 4 | 5 | .... | 83 | 150 | 47 | 9 | 143 | 142 | 73 | 23 | 114 |
| 10 | Bradford | 362 | 360 | 2 | .... | 1 | 17 | 28 | 79 | 115 | 2 | 217 | 169 | 253 | 37 | 20 | .... | 4 | 4 | 4 | 77 | 372 | 22 | 6 | 217 | 215 | 268 | 43 | 136 |
| 11 | Bucks | 231 | 25 | 25 | 179 | ... | 7 | 53 | 13 | 78 | 23 | 65 | 120 | 7 | 104 | 7 | 2 | 24 | 35 | 2 | 119 | 252 | 38 | 2 | 172 | 139 | 222 | .... | 130 |
| 12 | Butler | 214 | 161 | 48 | 3 | ... | 7 | 10 | 184 | 185 | 5 | 126 | 164 | 147 | 20 | 7 | .... | 35 | 13 | .... | 155 | 219 | 12 | 4 | 175 | 145 | 166 | 42 | 50 |
| 13 | Cambria | 151 | 137 | 6 | 7 | 8 | 11 | 12 | 108 | 121 | 7 | 35 | 70 | 11 | 31 | 2 | .... | 2 | 9 | .... | 46 | 180 | 34 | 2 | 90 | 112 | 26 | .... | .... |
| 14 | Cameron | 23 | 23 | .... | .... | .... | 2 | 3 | 10 | 14 | 9 | 14 | 12 | 10 | 7 | 2 | .... | 2 | 13 | 9 | 1 | 25 | .... | .... | 10 | 9 | 21 | 10 | 9 |
| 15 | Carbon | 95 | 71 | 8 | 12 | 4 | 3 | 13 | 19 | 77 | 6 | 15 | 74 | 17 | 8 | 7 | .... | 1 | 78 | 1 | 45 | 113 | 34 | 17 | 26 | 97 | 76 | 18 | 60 |
| 16 | Center | 170 | 144 | 13 | 4 | 9 | 11 | 21 | 126 | 133 | 6 | 145 | 150 | 26 | 39 | 35 | 1 | 63 | 12 | 26 | 137 | 194 | 48 | 5 | 136 | 181 | 191 | 25 | 94 |
| 17 | Chester | 294 | 10 | 68 | 215 | 1 | 9 | 97 | .... | 92 | 40 | 104 | 114 | 2 | 181 | 9 | .... | .... | 165 | 150 | 300 | 302 | 68 | ... | 327 | ..... | 300 | 29 | 174 |
| 18 | Chester City | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 19 | Clarion | 173 | 169 | 6 | .... | 2 | 4 | 14 | 146 | 172 | 38 | 64 | 40 | 132 | 30 | 1 | .... | .... | 179 | .... | 149 | 176 | 10 | ... | 161 | 153 | 155 | 29 | 35 |
| 20 | Clearfield | 152 | 140 | 1 | .... | 11 | 9 | 27 | 139 | 72 | 21 | 106 | 78 | 43 | 30 | 10 | 1 | 26 | 29 | 35 | 79 | 156 | 8 | .... | 156 | 144 | 101 | 24 | 72 |
| 21 | Clinton | 100 | 93 | 7 | .... | .. | 10 | 16 | 54 | 63 | 30 | 57 | 46 | 41 | 15 | 10 | 1 | 33 | 10 | 17 | 85 | 122 | 30 | 7 | 90 | 91 | 120 | 25 | 83 |
| 22 | Columbia | 152 | 133 | 18 | 1 | ... | 6 | 49 | 50 | 73 | 1 | 2 | 58 | 32 | 79 | 9 | 3 | 23 | 38 | 9 | 108 | 171 | 24 | 1 | 119 | 109 | 93 | 27 | 57 |
| 23 | Crawford | 335 | 326 | 4 | .... | 1 | 12 | 34 | 135 | 27 | 11 | 280 | 190 | 314 | 46 | 10 | 3 | 25 | .... | 9 | 196 | 360 | 42 | 11 | 73 | 256 | 983 | 70 | 984 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | Elk | 41 | 35 | 1 | 1 | 3 | | 3 | 20 | 41 | | 21 | 19 | 8 | 8 | 2 | | 20 | | 3 | 1 | 38 | 2 | | 31 | | 20 | 8 | 16 |
| 29 | Erie | 274 | 237 | 30 | 4 | | 6 | 17 | 78 | 103 | 1 | | 107 | 52 | 12 | | | 4 | 19 | | 161 | 286 | 32 | 32 | | 80 | 152 | 124 | 39 | 112 |
| 30 | Erie City | 7 | 1 | 6 | | | 1 | | | 6 | 5 | 7 | 6 | 1 | | | | | | 1 | 6 | 32 | | 2 | 32 | 32 | 32 | 1 | 12 |
| 31 | Fayette | 186 | 50 | 85 | 36 | 15 | 11 | 31 | 147 | 113 | 36 | 111 | 100 | 87 | 24 | 6 | | 25 | 148 | 16 | 66 | 205 | 21 | | 183 | 170 | 136 | 28 | 66 |
| 32 | Forest | 46 | 41 | | | 5 | 3 | 3 | 30 | 44 | | 36 | 38 | 6 | 1 | 6 | | 1 | 5 | | 20 | 41 | 1 | 1 | 41 | 41 | 32 | 10 | 23 |
| 33 | Franklin | 190 | 17 | 145 | 24 | 13 | 18 | 24 | 107 | 47 | 2 | 120 | 117 | 73 | 9 | 20 | 1 | | | | 190 | 235 | 60 | 5 | 202 | 201 | 221 | 27 | 78 |
| 34 | Fulton | 67 | 40 | 1 | 5 | 21 | 4 | 17 | 61 | 2 | 1 | 22 | 33 | 17 | 20 | 6 | 1 | 4 | 3 | 1 | 50 | 69 | 1 | | 46 | 43 | 37 | 11 | 45 |
| 35 | Greene | 167 | 105 | 24 | 2 | 36 | 10 | 39 | 157 | 1 | | 123 | 109 | 67 | 39 | 4 | 1 | 14 | 20 | | 108 | 177 | 5 | 1 | 165 | 153 | 134 | 20 | 65 |
| 36 | Harrisburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | Huntingdon | 188 | 157 | 7 | 2 | 22 | 6 | 26 | 133 | 74 | | 31 | 19 | 185 | 21 | 4 | 1 | 5 | 3 | | 132 | 199 | 23 | 8 | 120 | 141 | 172 | 43 | 103 |
| 38 | Indiana | 222 | 218 | 4 | | | 13 | 14 | 195 | 216 | 6 | 119 | 104 | 55 | 6 | 11 | | 41 | | 12 | 206 | 234 | 20 | | 232 | 241 | 234 | 25 | 111 |
| 39 | Jefferson | 130 | 124 | 3 | | 2 | 8 | 5 | 122 | 113 | | 122 | 119 | 11 | 6 | 9 | | 75 | 2 | 74 | 94 | 136 | 17 | 3 | 37 | 117 | 134 | 24 | 60 |
| 40 | Juniata | 92 | 53 | 14 | 4 | 21 | 7 | 18 | 65 | 43 | 2 | 56 | 51 | 19 | 28 | | 2 | | 1 | | 38 | 101 | 5 | 1 | 32 | 73 | 83 | 18 | 54 |
| 41 | Lancaster | 438 | 48 | 263 | 117 | 12 | 17 | 84 | 53 | 106 | 3 | 394 | 354 | 11 | 62 | 17 | 1 | | 5 | 76 | 307 | 520 | 152 | 7 | 479 | 359 | 492 | 48 | 257 |
| 42 | Lawrence | 137 | 82 | 42 | 3 | | | 16 | 100 | 7 | | 116 | 92 | 23 | 11 | | | | | | 121 | 147 | 30 | | 147 | 147 | 147 | 27 | 81 |
| 43 | Lebanon | 161 | 31 | 76 | 51 | 2 | 3 | 19 | 26 | 8 | 6 | 50 | 42 | 76 | 48 | 5 | 1 | | | 87 | 100 | 174 | 48 | | 135 | 100 | 171 | 21 | 71 |
| 44 | Lehigh | 182 | 26 | 72 | 83 | | 15 | | | 125 | 13 | 156 | 100 | 40 | 28 | 12 | | 7 | | 1 | 70 | 210 | 42 | 8 | 126 | 163 | 209 | 19 | 98 |
| 45 | Luzerne | 379 | 361 | 15 | 3 | | 30 | 44 | 134 | 174 | 18 | 200 | 225 | 155 | | 28 | 17 | 142 | 9 | 23 | 237 | 445 | 139 | 28 | 426 | 423 | 254 | 71 | 139 |
| 46 | Lycoming | 194 | 140 | 28 | 7 | 20 | 9 | 30 | 83 | 160 | 4 | 69 | 110 | 12 | 64 | 9 | | | 56 | | 28 | 205 | 19 | 4 | 128 | 128 | 137 | 32 | 79 |
| 47 | McKean | 73 | 70 | | 1 | 3 | 4 | 6 | 19 | 41 | 1 | 15 | 57 | 10 | 6 | 3 | | 4 | 6 | 9 | 71 | 2 | 2 | 71 | 54 | | 17 | 17 | |
| 48 | Meadville City | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 49 | Mercer | 231 | 203 | 30 | 1 | 2 | 21 | 51 | 94 | 126 | 30 | 178 | 122 | 49 | 42 | 1 | | 6 | | | 159 | 216 | 66 | 13 | 248 | 255 | 256 | 42 | 47 |
| 50 | Mifflin | 87 | 67 | 13 | 3 | 4 | 1 | 12 | 27 | | | 17 | 72 | 24 | | 2 | | 35 | | | 63 | 98 | 23 | 4 | 97 | 96 | 89 | 10 | 25 |
| 51 | Monroe | 127 | 98 | 15 | 10 | 4 | 3 | 29 | 59 | 66 | 11 | 60 | 56 | 32 | 38 | 3 | | 59 | 28 | | 31 | 124 | 8 | | 98 | 98 | 95 | 10 | 39 |
| 52 | Montgomery | 227 | 5 | 33 | 189 | | 13 | 14 | | 208 | 208 | 227 | 278 | 2 | | 11 | | | | | 195 | 278 | 74 | 7 | 277 | 278 | 267 | 34 | 150 |
| 53 | Montour | 51 | 28 | 22 | 1 | | 3 | 1 | 19 | 1 | 6 | 2 | 24 | 28 | | 1 | | | 1 | | 1 | 70 | 29 | | 64 | 59 | 39 | 14 | 48 |
| 54 | Northampton | 182 | 57 | 63 | 62 | | 11 | 52 | 34 | 93 | 9 | 111 | 74 | 86 | 90 | 9 | 2 | 37 | 14 | 10 | 65 | 204 | 37 | 4 | 96 | 104 | 197 | 27 | 92 |
| 55 | Northumberland | 132 | 57 | 61 | 3 | | 5 | 7 | 28 | 90 | 44 | 102 | 71 | 24 | 2 | 2 | | 13 | 24 | | 62 | 156 | 39 | 3 | 22 | 2 | 31 | 22 | |
| 56 | Perry | 149 | 110 | 18 | 6 | 15 | 7 | 27 | 73 | 47 | 2 | 47 | 98 | 44 | 8 | 7 | | 8 | | 113 | 127 | 163 | 16 | | 108 | 134 | 165 | 31 | 100 |
| 57 | Pike | 52 | 50 | | | 2 | 3 | 8 | 31 | 44 | 15 | 26 | 22 | 33 | 23 | 2 | | 12 | 12 | 3 | 16 | 51 | 1 | | 23 | 25 | 18 | 16 | 35 |
| 58 | Pittsburg City | 33 | 10 | 23 | | | 8 | 1 | | 33 | 28 | 33 | 33 | | | 11 | | | | | 33 | 191 | | 29 | 191 | 191 | 191 | 16 | |
| 59 | Potter | 123 | 120 | | | 3 | 8 | 12 | 68 | 4 | | 1 | 50 | 96 | 12 | | | 1 | | | | 124 | 1 | 1 | 29 | 29 | 108 | 25 | 51 |
| 60 | Pottsville Borough | 6 | | 5 | 1 | | 1 | | | 6 | 6 | 6 | 6 | | | 1 | | 6 | | | 6 | 33 | 29 | | 29 | 33 | 33 | 1 | 7 |
| 61 | Schuylkill | 244 | 159 | 28 | 50 | 7 | 16 | 42 | 66 | 155 | 24 | 103 | 175 | 43 | 25 | 18 | | 110 | 4 | 1 | 149 | 362 | 168 | | 318 | 339 | 127 | 42 | 332 |
| 62 | Scranton City | 8 | | 8 | | | 1 | | | | 1 | 8 | 7 | 1 | | 1 | | | 7 | | 8 | 27 | 26 | | 26 | 27 | 27 | 6 | 8 |
| 63 | Snyder | 95 | 74 | 9 | | 12 | 9 | 10 | 60 | 44 | 15 | 22 | 79 | 17 | | 5 | | 21 | 39 | | 48 | 100 | 11 | | 82 | 85 | 100 | 16 | 36 |
| 64 | Somerset | 183 | 147 | 4 | 1 | 31 | 9 | 17 | 175 | | | 65 | 84 | 7 | | | 2 | 33 | 1 | | 117 | 197 | 20 | 2 | 170 | 174 | 177 | 8 | |
| 65 | Sullivan | 60 | 58 | | 1 | 1 | 2 | 6 | 54 | 3 | | | 25 | 56 | 39 | 2 | | 2 | | | | 58 | | | 34 | | 16 | 6 | 13 |
| 66 | Susquehanna | 254 | 253 | 1 | | 9 | 16 | 24 | 13 | | 2 | 189 | 134 | 171 | 18 | 17 | | | 3 | 24 | 181 | 270 | 18 | | 172 | 161 | 103 | 33 | 92 |
| 67 | Tioga | 239 | 236 | | | 3 | 4 | 32 | 104 | 97 | 2 | 51 | 99 | 121 | 23 | 12 | 1 | 26 | 113 | 36 | 6 | 248 | 18 | 1 | 148 | 243 | 243 | 44 | 52 |
| 68 | Union | 69 | 33 | 36 | | | 4 | 14 | 26 | 14 | | 56 | 54 | 1 | | 5 | | 12 | | | | 82 | 23 | | 82 | 82 | 82 | 15 | 43 |
| 69 | Venango | 185 | 182 | 3 | | | 13 | 19 | 145 | 101 | 10 | 140 | 129 | 40 | 16 | 1 | | 55 | 11 | 2 | 98 | 206 | 38 | 4 | 196 | 198 | 192 | 43 | 67 |
| 70 | Warren | 159 | 157 | 1 | | 1 | 9 | 8 | 92 | 79 | 14 | 99 | 98 | 51 | 26 | 4 | | 42 | 10 | 8 | 78 | 170 | 23 | | 113 | 124 | 111 | 28 | 61 |
| 71 | Washington | 247 | 200 | 44 | | 11 | 11 | 27 | 128 | 112 | 36 | 163 | 203 | 96 | 35 | | | 176 | 48 | | 226 | 278 | 57 | 2 | 218 | 260 | 277 | 31 | 120 |
| 72 | Wayne | 204 | 200 | 1 | 3 | | 7 | 8 | 113 | 70 | 9 | 17 | | 192 | 192 | | | 1 | | | 119 | 201 | | | | 177 | | 15 | 45 |
| 73 | Westmoreland | 257 | 121 | 58 | 4 | 7 | 17 | 36 | 162 | 203 | 73 | 239 | 218 | 57 | 9 | 6 | 7 | 84 | 153 | 20 | 265 | 313 | 24 | 8 | 286 | 272 | 299 | 31 | 144 |
| 74 | Williamsport | 10 | 3 | 6 | 1 | | | 4 | 1 | | | | 6 | 10 | 4 | | | | | 10 | 10 | 33 | 30 | 30 | 30 | 33 | 33 | 3 | 5 |
| 75 | Wyoming | 93 | 89 | 1 | | 2 | 5 | 18 | 68 | 19 | | 1 | 25 | 64 | 21 | 2 | 1 | 21 | 9 | | 29 | 99 | 6 | | 41 | 42 | 36 | 14 | 13 |
| 76 | York | 391 | 151 | 99 | 39 | 36 | 10 | 22 | 140 | 260 | 28 | 200 | 260 | 254 | 54 | 10 | | 264 | | | 205 | 337 | 8 | | 285 | 357 | 279 | 50 | 205 |
| | Total | 11,744 | 7,430 | 2,141 | 1,560 | 473 | 593 | 1,416 | 5,099 | 5,590 | 959 | 6,365 | 7,647 | 3,976 | 1,880 | 499 | 58 | 1,909 | 1,390 | 1,187 | 7,281 | 13,380 | 2,445 | 289 | 9,883 | 10,544 | 10,528 | 1,759 | 5,567 |

*Statement showing the condition of schools in Pennsylvania, &c.*—Continued.

| | County, city, and borough. | EXAMINATIONS. | | | | | | TEACHERS. | | | | | | | | | | | VISITATIONS. | | | | INSTITUTES, &c. | | | PRIVATE SCHOOLS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number received of provisional certificates. | Number received of professional certificates. | Number of applicants rejected. | Number examined privately. | Number of certificates renewed. | Average grade of certificates. | Number of males employed. | Number of females employed. | Average age of teachers. | Number who have had no experience. | Number taught less than one year. | Number who have taught more than five years. | Number who attended a normal school. | Number who graduated at a normal school. | Number who have read works on teaching. | Number who hold professional certificates. | Number who hold permanent certificates. | Number of total failures. | Number of visits by county superintendent. | Average time spent in each. | Number of schools not visited. | Number of directors accompanying superintendent. | Number of patrons or citizens met at school. | Number who attended district institutes. | Number who attended county institute. | Number of educational meetings held by county superintendent. | Number of private ungraded schools. | Number of academies and semin'es. | Number of pupils attending both classes of schools. | Estimated amount received from pupils by such schools. | Number of teachers employed. |
| 1 | Adams | 134 | 24 | 40 | 40 | 7 | 2 | 101 | 58 | 28 | 34 | 33 | 52 | 14 | 1 | 117 | 32 | 1 | 2 | 171 | 1. 50 | 1 | 46 | 64 | 29 | 133 | .... | 5 | 1 | ..... | ..... | 7 |
| 2 | Allegheny | 447 | 31 | 317 | 4 | 27 | 2½ | 196 | 521 | 22 | 79 | 86 | 40 | 24 | 4 | 400 | 120 | 4 | 17 | 552 | 1. 40 | 43 | 240 | ..... | 80 | 380 | 12 | ..... | ..... | ..... | ..... | ... |
| 3 | Allentown City | 45 | 3 | 3 | 1 | ... | 2½ | ..... | ..... | 24 | 1 | 2 | 19 | 1 | 1 | 32 | 8 | 1 | .... | 405 | 1. 30 | ..... | 20 | 100 | 41 | 41 | .... | 2 | 3 | ..... | ..... | ... |
| 4 | Altoona | ..... | ..... | ..... | ..... | ... | ... | ..... | ..... | ... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ... |
| 5 | Amstrong | 283 | 2 | 6 | ... | 7 | 1½ | 140 | 100 | 23 | 27 | 19 | 18 | ..... | ..... | 197 | 14 | 3 | .... | 231 | 1. 15 | ..... | 72 | 157 | 80 | 154 | .... | ..... | ... | ..... | ..... | ... |
| 6 | Beaver | 188 | 2 | 17 | 16 | 7 | 2¼ | 85 | 101 | 27 | 36 | 38 | 30 | 6 | .... | 162 | 25 | .... | 8 | 198 | 1. 30 | 5 | 60 | 21 | 15 | 77 | 6 | 32 | 6 | 714 | 1, 600 | 34 |
| 7 | Bedford | 198 | 5 | 22 | 7 | 6 | 2½ | 137 | 70 | 23 | 51 | 87 | 69 | 12 | 1 | 195 | 12 | 1 | 7 | 222 | 1. 48 | 8 | 34 | 99 | 58 | 118 | 25 | 38 | 1 | 1, 219 | 6, 555 | 42 |
| 8 | Berks | 462 | 39 | 75 | 102 | 6 | 2½ | 360 | 138 | 25 | 85 | 86 | 148 | 146 | .... | 477 | 73 | 15 | .... | 372 | .... | 149 | 7 | ..... | 2 | 234 | 1 | 2 | 7 | 710 | ..... | 21 |
| 9 | Blair | 159 | 8 | 21 | 9 | 2 | 1½ | 96 | 56 | 25 | 20 | 22 | 62 | 7 | 1 | 150 | 12 | 4 | 6 | 197 | 2. 48 | 7 | 20 | 16 | 33 | 122 | .... | 20 | 3 | 868 | 6, 482 | 28 |
| 10 | Bradford | 576 | 18 | 67 | 3 | ... | 2½ | 131 | 490 | 20 | 120 | 91 | 87 | 21 | 6 | 462 | 24 | 2 | 10 | 302 | 1. 40 | 90 | 85 | 44 | ..... | 378 | .... | 24 | 2 | 1, 090 | 6, 235 | 32 |
| 11 | Bucks | 269 | 2 | 27 | 6 | 2 | 2½ | 143 | 145 | 23 | 45 | 24 | ..... | ..... | ..... | 233 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | 93 | ..... | ..... | 17 | ... | 422 | 36, 000 | 41 |
| 12 | Butler | 390 | 8 | 102 | 9 | 15 | 2½ | 144 | 148 | 23 | 61 | 98 | 34 | 1 | .... | 129 | 48 | .... | 12 | 199 | 1. 30 | 19 | 56 | 29 | 18 | 60 | .... | 10 | 2 | 510 | 8, 500 | 13 |
| 13 | Cambria | ..... | ..... | ..... | ..... | .. | .. | 63 | 124 | 25 | 18 | 6 | 67 | 4 | .... | 143 | 9 | 4 | 1 | 156 | 1. 09 | 23 | 26 | 9 | ..... | 85 | ..... | ..... | ..... | ..... | ..... | ... |
| 14 | Cameron | 27 | 1 | ..... | 10 | 4 | 2½ | 12 | 28 | 25 | 8 | 8 | 9 | 2 | 1 | 16 | 2 | 1 | 1 | 111 | 1. 45 | ..... | 18 | 10 | ..... | 27 | 8 | 3 | 1 | 85 | 500 | 4 |
| 15 | Carbon | 116 | 3 | 5 | 11 | 5 | 2½ | 76 | 38 | 22 | 22 | 11 | 29 | 4 | .... | 62 | 13 | 2 | 3 | 292 | 1. 15 | .... | 26 | 20 | 54 | 80 | ..... | ..... | ..... | ..... | ..... | ... |
| 16 | Center | 229 | 10 | 13 | 13 | 5 | 2 | 120 | 71 | 25 | 38 | 30 | 69 | 3 | .... | 194 | 15 | 3 | 2 | 250 | 2. 20 | 1 | 92 | 170 | 17 | 165 | 30 | .... | 9 | ..... | ..... | 12 |
| 17 | Chester | 243 | 21 | 72 | 24 | 1 | 2½ | 85 | 315 | 24 | .... | ..... | ..... | 26 | 3 | ..... | 82 | 5 | 2 | 251 | . 48 | 139 | 15 | ..... | 30 | 422 | .... | 25 | 4 | 1, 155 | 41, 415 | 43 |
| 18 | Chester City | ..... | ..... | ..... | ..... | ... | ... | ..... | ..... | ... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ... | ..... | ..... | ... |
| 19 | Clarion | 215 | 16 | 18 | 25 | 3 | 2½ | 108 | 99 | 22 | 28 | 53 | 76 | 2 | .... | 137 | 10 | 4 | .... | 153 | 2. 10 | 23 | 7 | 4 | 1 | 118 | .... | 4 | 6 | 475 | 2, 250 | 11 |
| 20 | Clearfield | 150 | 9 | 10 | 18 | 12 | 2½ | 72 | 83 | 24 | 44 | 97 | 15 | 7 | 1 | 110 | 5 | 3 | 6 | 219 | 2. 45 | 3 | .... | 301 | 1 | 110 | 19 | 20 | 1 | 608 | 4, 189 | 22 |
| 21 | Clinton | 88 | 2 | 55 | ... | 21 | 2½ | 60 | 69 | 25 | 28 | 31 | 42 | 27 | 3 | 90 | 3 | 3 | 3 | 119 | 3. 05 | 2 | 162 | 128 | 22 | 75 | 6 | 6 | 2 | 265 | 4, 240 | 12 |
| 22 | Columbia | 200 | 9 | 29 | ... | 6 | 2½ | 112 | 88 | 25 | 36 | 16 | 48 | 3 | 1 | 142 | 16 | 1 | 3 | 177 | 1. 40 | 6 | 32 | 14 | 44 | 108 | 7 | 25 | 2 | 1, 055 | 6, 400 | 27 |
| 23 | Crawford | 581 | 16 | 167 | 52 | ... | 2½ | 132 | 542 | 21 | 98 | 75 | 125 | 97 | 7 | 514 | 27 | 1 | 3 | 308 | . 50 | 120 | 68 | 97 | 12 | 219 | 21 | 36 | ... | 1, 003 | 3, 415 | 10 |
| 24 | Cumberland | 163 | 45 | ..... | 12 | 1 | 2½ | 125 | 89 | 25 | 29 | 15 | 94 | 35 | 3 | 158 | 54 | 1 | 8 | 204 | 1. 44 | 1 | 38 | 63 | 9 | 160 | ..... | ..... | 2 | ..... | ..... | ... |
| 25 | Dauphin | 236 | 3 | 52 | 27 | 9 | 2½ | 179 | 75 | 23 | 6 | 6 | 90 | 88 | .... | 149 | 5 | .... | 4 | 174 | 2. 22 | ..... | 68 | 203 | 39 | 116 | 11 | .... | 1 | 35 | ..... | 2 |
| 26 | Delaware | 23 | .... | 13 | 4 | ... | 2½ | 21 | 92 | 25 | ..... | 16 | 41 | 10 | 4 | 85 | 8 | 1 | 3 | 25 | 2. 43 | ..... | 28 | ..... | 25 | 101 | .... | 2 | 7 | 442 | 110, 500 | 50 |
| 27 | Easton Borough | 32 | 2 | ..... | 1 | ... | ... | ..... | ..... | 32 | 2 | ..... | 28 | 2 | .... | 37 | 9 | 8 | .... | 990 | 2. 12 | ..... | 11 | ..... | 34 | ..... | ..... | ..... | ... | ..... | ..... | ... |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | Elk | 35 | .... | .... | .... | 9 | 2⅜ | 16 | 44 | 27 | 2 | 2 | 12 | 1 | 1 | 16 | .... | .... | .... | 45 | 2. 30 | 8 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 29 | Erie | 387 | 9 | 54 | 6 | .... | 2 | 97 | 410 | 22 | 66 | 29 | 54 | 45 | 2 | 234 | 1 | 1 | .... | 128 | 1. 25 | 152 | 34 | 28 | 20 | 99 | .... | 1 | 1 | 70 | 12 | 80 |
| 30 | Erie City | 36 | .... | 6 | 6 | .... | 1½ | .... | .... | 23 | 1 | 1 | 15 | 2 | .... | 32 | .... | .... | .... | 32 | .... | .... | 9 | 60 | 32 | .... | .... | 14 | .... | 457 | 1, 671 | 14 |
| 31 | Fayette | 239 | 11 | 4 | 2 | 6 | 2 | 166 | 50 | 25 | 29 | 39 | 73 | 1 | .... | 158 | 25 | 3 | 3 | 27 | 1. 54 | 21 | 7 | 1 | 18 | 66 | .... | 21 | 2 | 1 | 450 | 4, 000 | 7 |
| 32 | Forest | 44 | 2 | 3 | 6 | .... | 1⅛ | 7 | 42 | 25 | 6 | 7 | 16 | 16 | .... | 36 | 1 | .... | .... | 71 | 2. 50 | 5 | 19 | 17 | 5 | 20 | .... | .... | 9 | 3 | .... | .... | .... |
| 33 | Franklin | 250 | 24 | 2 | 21 | .... | 1⅜ | 166 | 67 | 25 | 61 | 7 | 91 | 10 | 1 | 201 | 15 | 10 | .... | 273 | 1. 45 | 5 | 26 | 73 | 29 | 183 | .... | .... | .... | .... | .... | .... |
| 34 | Fulton | 67 | 2 | .... | 15 | .... | 2 | 51 | 18 | 28 | 7 | 19 | 14 | 4 | .... | 52 | 3 | .... | 2 | 96 | 2. 10 | 2 | 6 | 24 | 7 | 19 | .... | .... | .... | .... | .... | .... |
| 35 | Greene | 178 | 6 | .... | 15 | .... | 1¾ | 119 | 55 | 24 | 52 | 31 | 33 | 3 | .... | 139 | 10 | 3 | 2 | 226 | 1. 30 | 2 | 72 | 80 | 30 | 125 | 24 | .... | .... | .... | .... | .... |
| 36 | Harrisburg | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 37 | Huntingdon | 211 | .... | 10 | 8 | 3 | 2⅛ | 139 | 61 | 25 | 34 | 42 | 51 | 14 | 1 | 168 | 6 | .... | .... | 265 | 1. 45 | 6 | 49 | 29 | 48 | 119 | .... | .... | .... | .... | .... | .... |
| 38 | Indiana | 284 | 22 | 6 | 3 | 1 | 2⅛ | 134 | 108 | 22 | 23 | 72 | 39 | 128 | .... | 119 | 48 | .... | .... | 199 | 1. 30 | .... | 32 | 27 | 84 | 170 | 23 | 3 | 9 | 425 | 92 | 14 |
| 39 | Jefferson | 178 | 22 | 7 | .. | 2 | 2½ | 71 | 103 | 20 | 1 | 9 | 9 | .... | .... | 128 | .... | 2 | .... | 37 | 1. 56 | 6 | 12 | 2 | .... | 98 | 1 | .... | .... | .... | .... | .... |
| 40 | Juniata | 116 | .... | 1 | 14 | 10 | 2⅜ | 69 | 36 | 25 | 16 | 26 | 35 | 5 | .... | 89 | 13 | .... | 1 | 194 | 1. 50 | 7 | 60 | 124 | 16 | 88 | 3 | 39 | 4 | 1, 453 | 15, 660 | 56 |
| 41 | Lancaster | 566 | 7 | 19 | 53 | 18 | 2. 6 | 291 | 225 | 25 | 72 | 21 | 206 | 233 | 16 | 603 | 22 | 34 | 3 | 474 | 1. 30 | 95 | 165 | 202 | 296 | 487 | 27 | 20 | 13 | 1, 718 | 29, 092 | 67 |
| 42 | Lawrence | 216 | 35 | 68 | .... | .... | 2⅛ | 68 | 141 | 26 | 27 | 48 | 77 | 29 | 3 | 133 | 34 | 3 | 4 | 185 | 1. 30 | .... | 20 | 53 | .... | 125 | .... | 1 | .... | .... | .... | 1 |
| 43 | Lebanon | 205 | .... | 11 | 6 | .... | 2. 4 | 147 | 27 | 24 | 35 | 43 | 68 | 21 | .. | 112 | 18 | 11 | 3 | 344 | 1. 30 | .... | 84 | 35 | 27 | 210 | .... | 2 | 3 | 300 | 16, 000 | 17 |
| 44 | Lehigh | 160 | .... | 50 | .... | .... | 1⅛ | 186 | 63 | 25 | 31 | 131 | 100 | 82 | 1 | 192 | 35 | 1 | .... | 25 | 1. 38 | 5 | 49 | 11 | 64 | 147 | .... | .... | .... | .... | .... | .... |
| 45 | Luzerne | 444 | 47 | 61 | 9 | 12 | 2⅛ | 179 | 451 | 23 | 45 | 71 | 116 | 4 | 4 | 332 | 42 | 19 | 1 | 72 | 1. 30 | 60 | 80 | 33 | 139 | 184 | .... | .... | .... | .... | .... | .... |
| 46 | Lycoming | 215 | .... | 11 | 70 | 2 | 3 | 117 | 144 | 25 | 49 | 53 | 54 | 3 | .... | 46 | 14 | .... | 6 | 188 | 1. 30 | 27 | 118 | 32 | 5 | 54 | .... | .... | .... | .... | .... | .... |
| 47 | McKean | 73 | 1 | 5 | 29 | 2 | 2¼ | 16 | 91 | 22 | 13 | 18 | 2 | .... | .... | 5 | 3 | 2 | 2 | 29 | 1. 30 | 3 | 4 | .... | .... | 37 | .... | 1 | .... | .... | .... | .... |
| 48 | Meadville | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 49 | Mercer | 74 | 5 | 17 | .... | .... | .... | 112 | 319 | .... | .... | .... | 6 | 1 | 6 | 1 | .... | 3 | .... | 291 | .... | 55 | 55 | .... | 144 | 85 | 1 | .... | .... | .... | .... | .... |
| 50 | Mifflin | 80 | .... | 2 | 2 | 1 | 2 | 56 | 41 | 24 | 10 | 6 | 11 | 2 | 1 | 32 | 4 | 4 | .... | 29 | 1. 24 | .... | 30 | 30 | 10 | 82 | 9 | 1 | 2 | 157 | 5, 200 | 7 |
| 51 | Monroe | 104 | 1 | 3 | 20 | 19 | 1¾ | 104 | 24 | 25 | 23 | 39 | 29 | 9 | .... | 113 | 5 | .... | 4 | 125 | 1. 30 | 50 | 80 | .... | 39 | 116 | 5 | 19 | 3 | 568 | 1, 825 | 22 |
| 52 | Montgomery | 277 | 9 | 32 | 14 | 2 | 2 | 182 | 96 | 24 | 37 | 39 | 117 | 7 | 1 | 234 | 10 | 4 | .... | 293 | .... | .... | 14 | 1 | 82 | 200 | 2 | 5 | 10 | 550 | 32, 400 | 32 |
| 53 | Montour | 76 | .... | 8 | .... | 10 | 2 | 39 | 40 | 25 | 16 | 13 | 25 | 1 | .... | 43 | 11 | .... | .... | 184 | 1. 43 | .... | 33 | .... | 37 | 55 | .... | .... | 3 | .... | .... | 3 |
| 54 | Northampton | 224 | 34 | 2 | 3 | 8 | 2 | 194 | 51 | 27 | 30 | 31 | 99 | 49 | 2 | 180 | 53 | 4 | .... | 263 | 1. 57 | 1 | 125 | 123 | 72 | 207 | 24 | .... | .... | .... | .... | .... |
| 55 | Northumberl'd | 1 | .... | .... | 6 | 3 | .... | 145 | 41 | 25 | 20 | 20 | 62 | 2 | .... | 105 | 20 | 1 | .... | 25 | 1. 30 | .... | 61 | 32 | .... | 85 | .... | .... | 1 | 40 | 960 | 1 |
| 56 | Perry | 187 | 1 | 16 | 1 | .... | 2⅛ | 135 | 30 | 26 | 25 | 21 | 40 | 5 | 1 | 119 | 1 | .... | 2 | 195 | 1. 36 | 3 | 29 | 20 | 4 | 108 | 9 | .... | 3 | 318 | 850 | 8 |
| 57 | Pike | 39 | 4 | 2 | 2 | 2 | 2⅛ | 16 | 49 | 23 | 7 | 18 | 18 | .... | 23 | 6 | 1 | .... | .... | 31 | 2. 00 | .... | 13 | 57 | .... | .... | 1 | 4 | 2 | .... | 150 | 7 |
| 58 | Pittsburg City | 251 | 79 | 80 | .. | .... | .... | .... | .... | 24 | .... | 8 | 88 | .... | .... | 204 | 27 | 95 | .... | 360 | .30 | .... | 21 | .... | .... | 137 | .... | .... | .... | .... | .... | .... |
| 59 | Potter | 135 | 8 | 25 | 25 | .... | 2. 5 | 25 | 122 | 22 | 26 | 32 | 18 | 3 | .... | 124 | 14 | .... | .... | 178 | 1. 06 | 5 | 39 | 33 | .... | 57 | 2 | .... | .... | .... | .... | .... |
| 60 | Pottsville Bor'h | 29 | 4 | .... | 5 | .... | 1⅜ | .... | .... | 25 | .... | .... | 12 | 2 | 1 | 33 | 2 | 4 | .... | 950 | 1. 40 | .... | 63 | 282 | 33 | 33 | 20 | 7 | .... | 510 | 8, 000 | 14 |
| 61 | Schuylkill | 258 | 12 | 62 | 68 | .... | 1⅜ | 245 | 151 | 26 | 68 | 37 | 122 | 118 | .... | 251 | 28 | .... | 1 | 524 | 1. 36 | .... | 114 | 28 | 231 | 269 | .... | 3 | .... | 90 | 450 | 3 |
| 62 | Scranton City | 14 | 16 | 16 | 2 | .... | 1. 5 | .... | .... | 25 | 36 | 25 | 15 | 8 | .... | 37 | .... | 19 | .... | 204 | 2. 30 | .... | .... | 400 | 37 | 37 | .... | 7 | .. | 250 | 2, 000 | 7 |
| 63 | Snyder | 136 | 3 | 1 | 3 | .... | 2⅓ | 92 | 8 | 24 | 27 | 28 | 23 | 2 | .... | 86 | 3 | .... | 1 | 194 | 1. 19 | .... | 43 | 225 | 35 | 80 | 9 | .... | 3 | .... | .... | .... |
| 64 | Somerset | 209 | 6 | 6 | .... | .... | 2¼ | 149 | 52 | 25 | 53 | .... | 7 | .... | .... | 105 | 6 | .... | .... | 187 | 1 | 8 | 15 | 39 | 15 | 104 | .... | .... | .... | .... | .... | .... |
| 65 | Sullivan | 67 | .... | 4 | .. | 5 | 1⅓ | 14 | 57 | 20 | 9 | 35 | 6 | 4 | .... | 33 | .... | .... | .... | 99 | 1 | .... | 5 | .... | .... | 42 | .... | .... | .... | .... | .... | .... |
| 66 | Susquehanna | 359 | 12 | 30 | 37 | .... | 2⅓ | 82 | 328 | 22 | 47 | 74 | 55 | 4 | .... | 3 0 | 9 | .... | 3 | 10 | .... | 9 | 3 | 1 | 12 | 124 | 4 | .... | .... | .... | .... | .... |
| 67 | Tioga | 382 | 11 | 131 | 13 | 25 | 2⅓ | 72 | 343 | 21 | 161 | 103 | 54 | 85 | 10 | 285 | 24 | .... | 7 | 25 | 1 | 40 | 7 | 7 | 1 | 168 | 4 | 20 | 2 | 920 | 2, 565 | 26 |
| 68 | Union | 91 | 9 | 2 | 4 | 12 | 2⅓ | 59 | 38 | 26 | 11 | 9 | 38 | 3 | .... | 77 | 18 | 1 | 4 | 99 | 1. 24 | 1 | 9 | .... | 14 | 63 | .... | .... | 3 | .... | .... | 9 |
| 69 | Venango | 262 | 11 | 46 | .. | .... | 1. 9 | 89 | 190 | 23 | 33 | 29 | 64 | 41 | 5 | 279 | 18 | 9 | 4 | 309 | 1. 45 | 3 | 27 | 90 | 61 | 113 | .... | 5 | 1 | 165 | 2, 950 | 8 |
| 70 | Warren | 188 | 11 | 15 | 12 | .... | 1⅓ | 44 | 196 | 23 | 31 | 34 | 50 | 13 | .... | 115 | 17 | 4 | 6 | 263 | 1. 30 | 10 | 31 | 35 | 18 | 145 | 9 | 3 | .. | 61 | 188 | 3 |
| 71 | Washington | 343 | 42 | 20 | .. | .. | 2 | 129 | 175 | .. | 54 | 29 | 55 | 111 | .... | 257 | 40 | 3 | 4 | 130 | 1. 31 | 149 | 32 | 42 | 16 | 163 | 27 | 3 | 5 | 1 | ..... | 1 |
| 72 | Wayne | 129 | 32 | 12 | 41 | 40 | 2 | 47 | 229 | 22 | 25 | .... | 30 | .... | .... | .... | 32 | .... | .... | 179 | .... | 30 | 23 | 12 | .... | .... | .... | .... | .... | .... | .... | .... |
| 73 | Westmoreland | 398 | 6 | 24 | 14 | .. | 2⅓ | 197 | 126 | 23 | 62 | 86 | 163 | 11 | .... | 237 | 4. | 14 | 13 | 345 | 1. 29 | 3 | 149 | 228 | 303 | 240 | 32 | 5 | 2 | 415 | 56 | 16 |
| 74 | Williamsport | 29 | 13 | .... | 8 | 6 | 2⅓ | .... | .... | 21 | 2 | 3 | 18 | .... | .... | 33 | 18 | 5 | 2 | 260 | .25 | .... | 6 | 8 | 33 | 33 | 2 | 1 | 4 | 300 | 24, 000 | 10 |
| 75 | Wyoming | 101 | 4 | 5 | 3 | .. | 2¼ | 38 | 121 | 21 | 35 | 3 | 3 | .... | .... | 22 | .... | .... | .... | 141 | 1. 30 | .... | .... | .... | .... | .... | .... | 4 | .... | 180 | 1, 800 | 5 |
| 76 | York | 391 | 45 | 34 | 6 | .. | 2 | 263 | 96 | 24 | 86 | 87 | 108 | 48 | 2 | 367 | 45 | 9 | 4 | 288 | 1. 40 | 77 | 34 | .... | 286 | 394 | 6 | .... | 8 | 320 | 12, 000 | 16 |
| | Total | 14, 192 | 844 | 2, 043 | 947 | 344 | 2⅓ | 7, 165 | 8, 505 | 24 | 2, 413 | 2, 423 | 3, 692 | 1, 632 | 118 | 10, 992 | 1, 365 | 336 | 179 | 15, 161 | 1. 40 | 1, 488 | 3, 146 | 4, 073 | 3, 049 | 8, 766 | 411 | 450 | 146 | 33, 267 | 400, 160 | 865 |

*Academies and seminaries.*

| Name of institution. | Name of principal. | Location. | Number of instructors. | Average hours of teaching per day. | Average salaries. | Whole number of pupils. | Average age of pupils. | Number of males. | Number of females. | Number preparing to teach. | Number of boarders. | Number of day scholars. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beaver Seminary and Institute | R. T. Taylor | Beaver, Beaver County | 7 | 5 | $900 00 | 140 | 15 | 40 | 100 | 15 | 40 | 100 |
| Blairsville Ladies' Seminary | J. Jewett Parke | Blairsville, Indiana County | 6 | 6 | 300 00 | 70 | 15 | .... | 70 | 10 | 35 | 35 |
| Columbus M. and F. Academy | J. L. Kilgore, M. D. | New Columbia, Lycoming County | 4 | 6 | 400 00 | 117 | 20 | 77 | 40 | 13 | 84 | 33 |
| Conestoga Corporate Institute | R. H. Brunning | Conestoga, Lancaster County | 2 | 4½ | | 19 | 17 | ..... | 19 | .... | ..... | 19 |
| Cumberland Valley Institute | A. H. Ego | Mechanicsburg, Cumberland Co. | 5 | 7 | 500 00 | 70 | 17 | 70 | .... | 12 | 43 | 27 |
| Dayton Academy | D. K. Duff | Dayton, Armstrong County | 3 | 6 | 600 00 | 102 | 16 | 58 | 44 | 75 | 25 | 17 |
| Ebensburg Academy | A. Donaldson, D. D. | Ebensburg, Cambria County | 3 | 4 | 360 00 | 58 | 19 | 58 | ..... | 24 | 40 | 18 |
| Edgehill Classical Institute | J. A. Murray | Stewartstown, York County | 1 | 6 | 900 00 | 41 | 15 | 18 | 23 | 12 | 10 | 31 |
| [illegible] Academy | James S. Boyce | [illegible], Snyder County | 3 | 6 | 650 00 | 190 | ..... | 130 | 60 | 65 | 110 | 80 |
| [illegible] Seminary | William Burgess | Mount Holly, Cumberland County | 3 | 6½ | .... | 90 | ..... | 48 | 42 | 20 | 6 | 84 |
| Kreamopolis Seminary | Martin Mohler | Kreamopolis, Mifflin County | 4 | 6 | 400 00 | 68 | 19 | 51 | 37 | 24 | 74 | 14 |
| Missionary Institute | P. Born | Selinsgrove, Snyder County | 4 | 4 | 400 00 | 128 | 17 | 128 | ..... | 10 | 60 | 68 |
| Moravian Seminary for Ladies | Francis Wolle | Bethlehem, Northampton County | 34 | 4½ | 800 00 | 303 | 16 | .... | 303 | 5 | 260 | 40 |
| Mount Dorcas Academy | Lewis B. Kerr | Landisburg, Perry County | 2 | 7 | .... | 70 | 17 | 50 | 20 | 25 | 18 | 52 |
| Nazareth Hall | Eugene Leibert | Nazareth, Northampton County | 11 | 4 | 525 00 | 130 | 13 | 130 | .... | .... | 127 | 3 |
| Oak Dale Seminary | Isaac W. Guldin | Pughtown, Chester County | 1 | 6 | ..... | 50 | 10 | 37 | 13 | 6 | 20 | 30 |
| Parkesburg Institute | J. M. Rawlins | Parkesburg, Chester County | 3 | 6 | .... ..... | 70 | 15 | 40 | 30 | .... | ..... | ..... |
| Joseph Classical Academy | D. B. Brunner | Reading, Berks County | 4 | 6 | .... | 153 | 17 | 153 | .... | 20 | 27 | 126 |
| Southwestern Normal School | J. C. Gilchrist | Caldwell's Warehouse, Fayette County | 6 | 5 | 500 00 | 199 | 18 | 97 | 102 | 124 | 120 | 79 |
| Witherspoon Institute | W. J. Brugh | Butler, Butler County | 5 | 6 | .... | 188 | 15 | 148 | 40 | .... | 34 | 154 |
| Wyers Boarding School | William F. Wyers | West Chester, Chester County | 8 | 6 | 550 00 | 77 | 16 | 77 | .... | 3 | 69 | 8 |
| Wyoming Seminary | R. Nelson, D. D. | Kingston, Luzerne County | 13 | 6 | 1,000 00 | 527 | 17 | 340 | 181 | 80 | 360 | 167 |
| York County Academy | G. W. Ruby | York, York County | 4 | 6 | 1,000 00 | 176 | 17 | 116 | 60 | 40 | 45 | 131 |
| | | | 126 | 5½ | 612 00 | 3,066 | 16½ | 1,852 | 1,204 | 583 | 1,677 | 1,316 |

| Name of Institution. | LIBRARY | | | APPARATUS. | | EXPENSES. | | PROPERTY. | | REVENUE. | | EXPENDITURES. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of volumes in library. | No. reviews and periodicals taken. | Amount expended for books during year. | Value of apparatus. | Amount expended for increase of apparatus during the year. | Cost of tuition per year. | Cost of board per week. | Value of buildings and grounds. | Amount of invested funds, lands, &c. | From tuition. | From invested funds, lands, &c. | For salaries. | For servants, fuel, and printing. | For building and repairs. | For interest on debt. |
| Beaver Seminary and Institute | 200 | 17 | $30 | $175 | $35 | $36 | $4 50 | $20,000 00 | ..... | $2,100 00 | ..... | ..... | ..... | ..... | ..... |
| Blairsville Ladies' Institute | ..... | 3 | ..... | 350 | ..... | 40 | 4 00 | 12,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Columbus M. and F. Academy | ..... | ..... | ..... | 40 | ..... | 32 | 3 00 | 3,000 00 | $1,500 00 | ..... | $100 00 | ..... | ..... | ..... | ..... |
| Conestoga Collegiate Institute | ..... | 3 | ..... | ..... | ..... | 70 | ..... | ..... | ..... | 1,200 00 | ..... | $275 00 | ..... | ..... | ..... |
| Cumberland Valley Institute | 500 | 5 | 400 | 600 | ..... | 40 | 4 50 | 18,000 00 | ..... | 1,500 00 | ..... | 2,500 00 | $683 00 | $100 | $250 |
| Dayton Academy | 75 | ..... | ..... | 25 | ..... | 20 | 3 50 | 1,500 00 | ..... | 1,170 00 | ..... | 110 00 | 75 00 | 5 | ..... |
| Elderslee Academy | 600 | 4 | 50 | 80 | ..... | 30 | 4 00 | 3,000 00 | ..... | 1,080 00 | ..... | 230 00 | 50 00 | 30 | ..... |
| English and Classical Institute | 70 | .. | ..... | ..... | ..... | 30 | 4 00 | 1,000 00 | ..... | 900 00 | ..... | ..... | 20 00 | ..... | ..... |
| French Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Greenwood Seminary | 300 | ..... | ..... | 150 | ..... | 32 | 3 50 | 6,000 00 | ..... | 1,700 00 | ..... | 500 00 | 300 00 | 100 | ..... |
| Kishacoquillas Seminary | 500 | ..... | 40 | 50 | 18 | 32 | 4 00 | 6,000 00 | ..... | 1,300 00 | ..... | 850 00 | 600 00 | 50 | 120 |
| Missionary Institute | 2,000 | .. | ..... | 200 | ..... | 25 | 3 25 | 15,000 00 | ..... | 2,000 00 | ..... | 1,600 00 | ..... | 75 | ..... |
| Moravian Seminary for Ladies | 4,100 | 10 | 211 | 850 | 70 | 40 | 5 00 | 110,000 00 | ..... | 20,000 00 | ..... | 14,100 00 | 3,000 00 | 990 | 280 |
| Mount Dempsey Academy | 50 | ..... | ..... | 30 | ..... | 25 | 3 00 | ..... | ..... | 1,200 00 | ..... | 300 00 | ..... | ..... | ..... |
| Nazareth Hall | 5,000 | 10 | 200 | 500 | 125 | 50 | 5 00 | 35,000 00 | ..... | 7,500 00 | ..... | 4,500 00 | 3,200 00 | 1,500 | 725 |
| Oak Dale Seminary | 520 | 7 | 50 | 100 | ..... | 30 | 4 50 | 6,200 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Parkesburg Institute | ..... | ..... | ..... | ..... | ..... | 26 | 4 00 | 15,000 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Reading Classical Academy | 330 | 4 | 46 | 400 | 100 | 28 | 4 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Southwestern Normal School | 600 | 15 | ..... | ..... | ..... | 30 | 4 00 | 20,000 00 | ..... | 3,000 00 | ..... | 2,500 00 | 300 00 | ..... | ..... |
| Witherspoon Institute | 800 | ..... | ..... | 200 | ..... | 20 | 3 50 | 10,000 00 | ..... | 2,307 00 | ..... | ..... | ..... | ..... | ..... |
| Wyers Boarding School | 481 | 8 | 531 | 220 | 101 | 20 | 6 50 | 43,000 00 | ..... | 6,220 00 | ..... | 3,700 00 | 2,570 00 | 569 | 1,750 |
| Wyoming Seminary | 1,000 | 20 | .. .. | 1,500 | ..... | ..... | 4 00 | 100,000 00 | ..... | 8,000 00 | 8,000 00 | 13,000 00 | 1,000 00 | 2,800 | ..... |
| York County Academy | ..... | ..... | ..... | 500 | ..... | 38 | 4 00 | 6,000 00 | 3,000 00 | 4,200 00 | 200 00 | 4,000 00 | 200 00 | 120 | ..... |
| | 17,126 | 106 | 1,552 | 6,040 | 449 | 3,750 | 4 00 | 425,700 00 | 4,500 00 | 66,987 00 | 8,300 00 | 42,165 00 | 11,998 00 | 5,548 | 3,225 |

# RHODE ISLAND.

As early as the year 1770 the question of establishing free public schools was agitated in Providence, the movement being led by the Rev. Dr. James Manning, President of Rhode Island College, assisted by his friend and associate Rev. Dr. Enos Hitchcock, pastor of the First Congregational church. As these efforts seemed about to succeed, the death of Dr. Manning occurred, and until the year 1800 no definite progress was made in the cause. In that year the general assembly passed an act establishing free schools in every town, in response to a petition of the Providence Association of Mechanics and Manufacturers. From the working classes, therefore, education received its first impetus in the State. Free schools were soon successfully established in Providence, embracing 988 pupils out of a population of 7,615. But the law met with strong opposition and was soon after repealed, and not until after the year 1820 were they permanently established in the State.

## SUMMARY OF STATISTICS.

| | |
|---|---|
| Number of towns in the State | 34 |
| Number of children under fifteen years of age, (census 1860) | 56,934 |
| Number of children registered in school, (1868,) in winter | 29,477 |
| Number of children registered in school, (1868,) in summer | 26,540 |
| Average attendance | 23,857 |
| Number of schools | 650 |
| Number of teachers in summer—gentlemen 62; ladies 549 | 611 |
| Number of teachers in winter—ladies 500; gentlemen 173 | 673 |
| Number of weeks of school year | 33 |
| Amount of permanent school fund | $412,655 |
| State appropriation, (1869) | $90,000 |
| State appropriation, (1868) | $70,000 |
| Appropriation by towns, (1869) | $381,445 81 |
| Appropriation by towns, (1868) | $199,860 55 |
| Expenditures for school-houses (1868–'69) | $85,845 22 |
| Increase over previous year | $23,536 10 |
| Appropriations for State teachers' institutes | $500 00 |
| For "Rhode Island Schoolmaster" | $300 00 |
| For normal instruction | $1,500 00 |

The whole amount of town appropriations for the public schools in 1859 was $88,922 89, and for 1869 it was $244,845 86, showing for the ten years an increase of $152,922 97 = an amount nearly double the total appropriation of 1859. This, with the increased appropriation of the State for schools of $40,000, gives the State $192,922 97 more to expend for public schools than it had ten years ago. The tax on each $100 for the support of schools varies in the several towns from 4 to 26 cents, and the length of the school year in the several towns varies accordingly. In the city of Providence the length of the school year is forty-one weeks, while in West Greenwich it is twenty weeks; while other towns range between these two extremes, and the average length of the schools of the State is thirty-three and two-fifths weeks. The law requires school to be kept at least four months. During the year nine teachers' institutes were held; two in each county of the State but one were well attended, and instruments not only in conveying instruction, but in arousing a more lively interest among both teachers and parents.

## PROVIDENCE.

During the past year a large and elegant grammar school building has been almost completed, and when finished the city will be provided with two buildings for school purposes unsurpassed for beauty and convenience. While great improvements have been made in the grammar schools, the high school remains in nearly the same condition as when it was first established twenty-seven years ago. Only a small proportion of the number of pupils in the public schools ever go into the high schools, the great work of education being accomplished in the grammar, intermediate, and primary schools. Of those who do enter the high school, the number of boys who complete the course is very small, being drawn off by tempting offers to enter offices or stores. The arrangements for the primary schools are not so good as for the others, being "too often hid from sight in obscure streets, and repelling the visitors by their mean arrangements and wretched ventilation." In many parts of the city schools are very much crowded; which fact, taken with the lack of sanitary arrangements, is thought to account for much of the ill-health among children.

### EVENING SCHOOLS IN PROVIDNECE.

Six evening schools are in very successful operation. During twenty weeks 1,931 pupils were registered—1,407 boys and 524 girls; an increase of 363 over the registry of the previous year. The seats are all filled, and many have to be rejected for whom there is no room. The ages of these pupils have ranged all the way from ten to forty years. Many were so earnest that they came to the school night after night directly from their work without waiting for their supper. Their progress has consequently been marked, many having accomplished more in five months than day-school pupils during a whole year.

In the closing examination of one of these schools, at which the governor of the State, the mayor of the city, and other distinguished persons were present, the salutatory was by a young man, Thomas Murphy, who has, besides working diligently at his trade, that of beltmaker, for three years attended the evening schools to such good purpose that he has just finished a course in Greek, Latin, and mathematics, and is now ready for the university with a view to studying the profession of the law. The final essay, with the valedictory address, was by Eliza A. Boyle, who for four years or more has worked in a mill from early morning until a quarter to seven in the evening, coming from the mill to school, and taking her supper after school. She is now nineteen years of age, and "her education will compare favorably with not a few who graduate at the high school."

A benevolent association of ladies, known as the "Irrepressibles," support an evening school exclusively for ladies. The superintendent of public schools has furnished books for their use and seats for their accommodation. It is taught by Miss Harriet N. Metcalf, and is attended by about thirty pupils.

## *List of school officers.*

Hon. THOMAS W. BICKNELL, *Providence, secretary of the board of education and commissioner of public schools.*

### CITY AND TOWN SUPERINTENDENTS.

| Name. | Place. |
|---|---|
| Rev. Daniel Leach | Providence. |
| F. W. Tilton | Newport. |
| George N. Bliss | East Providence. |
| Rev. Francis Horton | Barrington. |
| Robert S. Andrews | Bristol. |
| Rev. O. P. Fuller | Warwick. |
| Rev. N. B. Cooke | Cumberland. |
| Rev. Orin H. True | Scituate. |
| Samuel H. Cross | Westerly. |
| James W. Bullock | Cranston. |
| J. H. Rockwell | North Kingston. |
| Leland B. Jenckes | Woonsocket. |
| Andrew Jenks | North Providence. |

*Table of statistical details of schools in Rhode Island for the year* 1869.

| Counties. | Number of districts. | Number of schools. | Male teachers. | Female teachers. | Boys. | Girls. | Whole number. | Average attendance. | Male teachers. | Female teachers. | Boys. | Girls. | Whole number. | Average attendance. | Population under 15 years of age. | Number of weeks in school year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Providence | 197 | 402 | 37 | 363 | 8,867 | 9,060 | 17,927 | 15,467 | 67 | 338 | 9,911 | 8,922 | 18,833 | 16,098 | 37,756 | 33 |
| Newport | 65 | 71 | 10 | 51 | 1,310 | 1,345 | 2,655 | 2,079 | 23 | 45 | 1,529 | 1,311 | 2,840 | 2,231 | 5,784 | 33.6 |
| Washington | 96 | 103 | 14 | 76 | 1,010 | 1,075 | 2,085 | 1,629 | 56 | 51 | 2,012 | 1,523 | 3,535 | 2,598 | 6,391 | 29½ |
| Kent | 50 | 51 | 8 | 33 | 1,393 | 1,330 | 2,723 | 1,736 | 22 | 41 | 1,612 | 1,472 | 3,084 | 1,972 | 5,401 | 28¼ |
| Bristol | 13 | 23 | 3 | 26 | 590 | 560 | 1,150 | 892 | 5 | 25 | 529 | 556 | 1,185 | 958 | 2,602 | 40 |
| Total | 421 | 650 | 62 | 549 | 13,170 | 13,370 | 26,540 | 21,803 | 173 | 500 | 15,593 | 13,784 | 29,477 | 23,857 | 57,934 | 33 |

| Counties. | Amount received from the State, 1868–'69. | Amount of town tax, 1868–'69. | Registry tax and other sources. | Rate bills, 1868–'69. | Balance unexpended last year. | Total receipts from all sources. | Expenditures, exclusive of school-houses. | Expended on school-houses. | State appropriation for 1869–'70. | Town tax for 1869–'70. |
|---|---|---|---|---|---|---|---|---|---|---|
| Providence | $42,034 99 | $155,421 65 | $9,211 16 | $1,082 49 | $3,671 17 | $224,232 27 | $191,394 68 | $54,343 51 | $53,333 92 | $331,367 19 |
| Newport | 7,454 04 | 22,337 34 | 423 03 | 1,075 64 | ..... | 32,654 67 | 30,746 20 | 556 71 | 10,577 59 | 26,418 12 |
| Washington | 10,376 19 | 6,565 92 | 1,141 29 | 80 22 | ..... | 18,153 62 | 19,039 12 | 30,046 06 | 13,181 37 | 7,205 38 |
| Kent | 7,230 87 | 5,178 16 | 1,193 55 | 213 27 | 206 92 | 14,022 77 | 12,425 53 | ..... | 9,191 58 | 6,237 69 |
| Bristol | 2,904 39 | 10,367 48 | 472 68 | ..... | ..... | 13,743 52 | 13,570 93 | 898 94 | 3,715 54 | 10,217 48 |
| Total | 70,000 48 | 199,860 55 | 12,431 71 | 2,451 62 | 3,878 09 | 302,806 85 | 267,176 46 | 85,845 22 | 90,000 00 | 381,445 86 |

## SOUTH CAROLINA.

J. K. Jilson, State superintendent, in his report for 1869, states that in Sep- 1868, immediately after the passage of the law providing for the organization educational department of the State, the several county commissioners were l and instructed by the superintendent as to the work to be done. He states e work has been delayed by causes b yond his control. Some of the commis- failed to report, and some have failed to qualify. The failure of the general ly to pass a school bill at last session has delayed work for nearly a year. The n of the State are daily growing up in ignorance.

stical tables and county reports, as far as received, are transmitted, from which ars that the chief obstacles to the establishment of an efficient system of free are want of funds, indifference resulting from the ignorance of the people, and y-rooted prejudice against mixed schools, both races being equally opposed to n.

n the report of the agent of the Peabody fund, it appears that the "Saturday l School" in Charleston, which had been discontinued from want of funds, was l last year by aid afforded by the Peabody fund. To Greenville $1,000 was he past year toward the education of 500 children; citizens contributing $2,500. ar they have increased their appropriation to $4,500, and the fund has added Columbia is allowed $2,000 "on same conditions as before." Pine Ridge Free receives $300; Abbeville the same, and $600 promised to two schools in Beau- n condition that they give means of education to all the children in the town. made in Sumter and other places have not yet been successful. From a re- Rev. J. W. Alvord, general superintendent of freedmen's schools, dated Charles- nnary 11, 1870, we have information of 8 schools—in all, about 2,500 pupils— with one or two exceptions, all in good condition;" one of them, the "Freed- Pay School," entirely supported by colored people, and with colored teachers, as Mr. Alvord remarks, "is a land-mark showing the progress of the people." al fund is needed to keep these schools in good condition.

*f statistical details of schools in South Carolina, by counties, from the State report, dated January 24, 1870.*

lon. J. K. JILSON, *State superintendent of education, Columbia, South Carolina.*

| unties. | Superintendents. | Post office address. | Number of schools. | Number of teachers. | NUMBER OF SCHOLARS. | | |
|---|---|---|---|---|---|---|---|
| | | | | | White. | Color'd. | Total. |
| le..... | H. J Lomax.... | Abbeville C. H..... | 9 | 12 | 22 | 292 | 314 |
| n..... | W. H. Haynie... | Anderson C. H..... | ..... | ..... | ..... | ..... | ..... |
| l..... | W. J. Mixson... | Barnwell..... | ..... | ..... | ..... | ..... | ..... |
| t..... | L. S. Langley... | Beaufort..... | 32 | 37 | 57 | 2,073 | 2,130 |
| on..... | Moulton Emery | Charleston..... | 12 | 99 | 2,026 | 2,055 | 4,081 |
| ..... | Dublin Walker.. | Chester C. H..... | 2 | 3 | ..... | 113 | 113 |
| field..... | J. E. Lucas..... | Chesterfield C. H..... | 4 | 4 | 59 | 80 | 139 |
| n..... | L. A. Benbow... | Wright's Bluff..... | 8 | 8 | 70 | 128 | 198 |
| ..... | G. F. McIntire.. | Walterboro..... | ..... | ..... | ..... | ..... | ..... |
| on..... | E. J. Snetter.... | Florence..... | 3 | 6 | ..... | 366 | 366 |
| d..... | E. L. Whateley | Hamburg..... | ..... | ..... | ..... | ..... | ..... |
| l..... | W. B. Peake.... | Winnsboro..... | 23 | 24 | 303 | 157 | 460 |
| own..... | James A. Bowley | Georgetown C. H..... | ..... | ..... | ..... | ..... | ..... |
| lle..... | James Harrison. | Greenville C. H..... | 45 | 56 | 1,355 | 517 | 1,872 |
| ..... | J. T. Walsh..... | Conwayboro..... | ..... | ..... | ..... | ..... | ..... |
| r..... | Frank Carter... | Camden..... | 12 | 16 | 146 | 351 | 497 |
| er..... | W. J. White.... | Lancaster C. H..... | ..... | ..... | ..... | ..... | ..... |
| ..... | Nath'l Freman.. | Laurens C. H..... | ..... | ..... | ..... | ..... | ..... |
| n..... | W. Berly..... | Lexington C. H..... | 28 | 28 | 568 | ..... | 568 |
| ..... | J. E. Dunlop.... | Marion C. H..... | 2 | 3 | ..... | 168 | 168 |
| o..... | H. J. Maxwell .. | Bennettsville..... | 4 | 5 | 93 | 145 | 238 |
| ry..... | William Sumner | Pomaria..... | 46 | 42 | 1,000 | 240 | 1,240 |
| ..... | Rich'd S. Porcher | Pendleton..... | ..... | ..... | ..... | ..... | ..... |
| urg..... | E. J. Cain..... | St. Matthew's P. O..... | ..... | ..... | ..... | ..... | ..... |
| ..... | D. F. Bradley... | Pickens C. H..... | 13 | 13 | 294 | 11 | 305 |
| l..... | N. E. Edwards.. | Columbia..... | 10 | 17 | 233 | 695 | 928 |
| burg..... | R. H. Reid..... | Reidville..... | 29 | 42 | 715 | 10 | 725 |
| ..... | J. N. Corbett.... | Sumter C. H..... | 28 | 41 | 449 | 577 | 1,026 |
| ..... | A. A. James.... | Jonesville..... | ..... | ..... | ..... | ..... | ..... |
| sburg.... | F. H. Frost..... | Kingstree..... | 1 | 2 | ..... | 100 | 100 |
| ..... | R. Latham..... | Yorkville..... | 70 | 70 | 865 | 85 | 950 |

# TENNESSEE.

From the first annual report of the superintendent of public instruction, dated October 1869, is taken the following

SUMMARY:

| | |
|---|---|
| Entire school population, (1868) | 410,000 |
| Enrollment in school | 185,845 |
| Not attending free schools | 224,155 |
| Aggregate outlay by the State for two years' educational purposes | $573,795 74 |
| Number of school-houses built | 628 |
| Number of sites secured | 289 |
| Number of school-houses burnt or destroyed | 61 |
| Number of school-houses built wholly or partly by the Bureau | 44 |
| Average pay of gentlemen teachers per month | $16 to $90 |
| Average pay of lady teachers per month | $16 to $55 |
| Average number of months school taught | 5 |
| Average cost of tuition per scholar | $1 to $7 50 |
| Average cost in private schools | $6 to $18 |
| Funds raised by local taxation for schools for the year | $131,567 |
| Total outlay for school purposes for the year | $299,641 16 |

## ORGANIZATION OF SCHOOLS.

Under the old law of Tennessee the counties were divided into civil districts, which arrangement remains unchanged. There were, by its provisions, no less than ten different kinds of officers concerned in educational matters, viz., the commissioners of the school fund, the State treasurer, who acted as State superintendent, the county trustee, the county court clerk, the county examiner, the county commissioners, the sheriff, the school district commissioners, the school district clerk, and school district treasurer. These officials were so independent of each other that very little practical accountability for their action existed, and matters progressed in a totally unsystematic way, without life, activity, or efficiency.

Under the law of 1867 there were only four kinds of officials, the school fund commissioners, the State superintendent, the county superintendent, and the district or subdistrict directors. Under the former law teachers were employed by the district clerk, examined by the county examiner, and paid by the county trustee. Under the revised law they were examined and paid by the county superintendent on the district clerk's order. The former law contemplated only white pupils between six and twenty-one years old; the revised law applied to both white and colored, between six and twenty, and provided for separate schools for the two races. The title to and control of school-houses and sites was vested in the district commissioners by both laws.

The school moneys were raised by interest on the permanent school fund and yearly State tax. Under the former law they were disbursed by the State treasurer to the county trustee, and by him to the district treasurer. Under the revised law the moneys were paid by the State treasurer to the county superintendent. All these were bonded officers.

The schools under the former law received the money of the State, and were also allowed to charge for tuition; consequently those pupils who could not pay were excluded when the State appropriation was spent. Under the revised law they were free to all of legal age, or they could not claim the State's apportionment. Additional moneys needed were to be raised by tax on the district, or any other method not interfering with the freeness of tuition.

From the above hasty synopsis, it will be seen how far superior in simplicity, efficiency, and directness the revised machinery was to the old. In addition, the revised law made no discrimination on account of race, and the blacks were lifted out of the ignorance that always makes a population dangerous. The responsibility of all officials and their accountability to each other was much more perfect under the revised law than the old.

The revised school law was passed March 5, 1867, and the superintendent opened his office October 7, 1867, at the capitol. Many and almost overwhelming were the difficulties encountered at the very beginning of his labors. For example, the preliminary requirements of the act relative to the election of school directors in each civil district, the census of all white and colored youths between six and twenty years, the procuring of school-houses, &c., had been complied with to no extent worthy of mention. There were no records or reports of the older system of schools under the treasurer, nor could any detailed information respecting its workings be obtained. In short, nothing had been done even under the new act, except to collect the school tax provided for thereby, and even the money resulting therefrom had been, in the State's distress, used, like other revenue, to liquidate the State's indebtedness; so that there

were grave doubts expressed by some whether there could be spared the necessary amount for school purposes. There were also numerous objections, founded on the poverty of the people, the destruction of school-houses during the war, and the embarrassed condition of the State's finances, against the immediate organization of the system; and to these was added a bitter opposition from quarters not desirous of the education of colored children. Even after the preliminary difficulties had been overcome, after county superintendents had been appointed, school-rooms and teachers procured, and schools established, the delay and difficulty experienced in procuring the pay due them disheartened many of the best and truest instructors and superintendents. Many of the teachers declined to reopen their schools, and thus some of the best were lost to the free-school system. In this, as in other occupations, the amounts and methods of payment largely influence the character, spirit, and efficiency of the persons engaged.

Again, another difficulty and embarrassment was the immediate necessity for instructors of some sort or other, without any time or opportunity to train them for the discharge of their duty. The State, prior to the war, had had no institution, public or private, which devoted itself to normal instruction, and during the war the soldier, and not the schoolmaster, had been abroad. Examinations of applicants by the county superintendents, county teachers' associations, teachers' libraries, and such like methods, were speedily adopted to remedy this deficiency, as well as to subserve other obvious ends. In the meantime efforts were made to bring the legislature to appreciate and provide for the professional education of teachers in normal schools; the Rev. Dr. Sears, agent of the Peabody fund, offered assistance; the Hon. William Bosson, chairman of the house committee on common schools, introduced a bill providing for the establishment of three free normal schools, one in each grand division of the State, to be associated with some organized institution of learning; and the State superintendent also prepared a bill for the establishment of normal institution by one or two schools for that purpose. Both of these schemes provided for a normal school board for the regulations of these institutions, the admission of students, their education and training by these and other means. Unfortunately the State took no action. But the great demand for teachers of experience and training called forth efforts to supply it by the schools, academies, and colleges of the State; and as the result of these endeavors, public and private, the standard of efficiency among the instructors rose very decidedly.

Another very grave hinderance was the general destruction and damage of school-houses and property during the war. Many parts of the State had no rooms of any description, owned and used for school purposes. Other districts had accommodation for only a portion of the number who desired to attend, and this generally of the most inadequate description as regards furniture, outbuildings, ventilation, light, &c. The general lack of proper information on this subject aggravated the difficulty.

## REVERSAL OF THE RECENT SCHOOL POLICY.

Since the publication of the report above referred to the main features of the school law existing prior to the secession of Tennessee from the Union has been restored by the last legislature. With this radical change State supervision was abolished and education left to county action. Under this reëstablishment of the old law Davidson County has elected a county superintendent, and two other counties, Greene and Montgomery, have established schools. The cities of Memphis and Nashville are conducting schools under special laws for these respective cities.

*Table, showing the statistical details of schools in Tennessee by counties, copied from the State report* 1869.

| Counties. | Superintendents. | Post office address. | NUMBER OF SCHOOLS. | | | Number of teachers. | SCHOLARS ENROLLED. | | | Total disbursements. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | White. | Colored. | Total. | | White. | Colored. | Total. | |
| Anderson | C. D. McGuffey | Clinton | 31 | 2 | 33 | 34 | 1,570 | 78 | 1,648 | $4,778 63 |
| Bedford | W. Houston | Shelbyville | 124 | 36 | 160 | 90 | 5,350 | 1,330 | 6,680 | 15,824 53 |
| Benton | G. Hallowell | Camden | 23 | 1 | 24 | 26 | 666 | 50 | 716 | 4,070 78 |
| Bledsoe | C. C. Stranahan | Pikeville | 18 | 2 | 20 | 22 | 832 | 100 | 932 | 1,656 95 |
| Blount | T. J. Lamar | Maryville | 70 | 8 | 78 | 83 | 3,944 | 445 | 4,389 | 8,638 80 |
| Bradley | W. M. Wilhoite | Cleveland | 27 | 5 | 32 | 54 | 1,668 | 224 | 1,892 | 7,735 89 |
| Campbell | C. L. Bowling | Jacksborough | 26 | ..... | 26 | 26 | 1,280 | ..... | 1,280 | 4,597 08 |
| Cannon | J. P. Elkins | Woodbury | 34 | 1 | 35 | 35 | 999 | 55 | 1,054 | 5,607 51 |
| Carroll | J. L. McDowell | Huntingdon | 53 | 4 | 57 | 58 | 3,438 | 203 | 3,641 | 10,463 90 |
| Carter | W. C. Singletary | Elizabethton | 34 | 1 | 35 | 35 | 675 | ..... | 675 | 5,691 02 |
| Cheatham | A. F. Blakley | Ashland City | 22 | 2 | 24 | 24 | 696 | 90 | 786 | 3,014 82 |
| Claiborne | J. J. Hollingsworth | Tazewell | 100 | 6 | 106 | 106 | 2,096 | 69 | 2,165 | 5,887 08 |
| Cocke | W. Cureton | Newport | 46 | 5 | 51 | 51 | 4,059 | 444 | 4,503 | 7,873 62 |
| Coffee | J. F. Thomas | Manchester | 30 | 3 | 33 | 33 | 1,400 | 170 | 1,570 | 6,628 94 |
| Cumberland | N. T. Custead | Crossville | 16 | ..... | 16 | 16 | 700 | ..... | 700 | ..... |
| Davidson | A. J. Roper | Nashville | 72 | 39 | 111 | 122 | 6,113 | 3,720 | 9,833 | 28,013 64 |
| Decatur | J. W. Morgan | Decaturville | 17 | 1 | 18 | 18 | 1,117 | 45 | 1,162 | 3,680 15 |
| DeKalb | W. D. G. Carnes | Smithville | 73 | 3 | 76 | 64 | 3,965 | 451 | 4,416 | 7,563 23 |
| Dickson | L. F. McCreary | Charlotte | 35 | 3 | 38 | 39 | 1,330 | 120 | 1,450 | 4,265 76 |
| Dyer | J. B. Cunningham | Dyersburg | 40 | 1 | 41 | 43 | 1,297 | 92 | 1,389 | 7,409 33 |
| Fayette | J. A. Coolidge | Somerville | 1 | 1 | 2 | 2 | 22 | 59 | 81 | 1,462 80 |
| Fentress | L. C. Wright | Jamestown | 24 | ..... | 24 | 24 | 1,000 | ..... | 1,000 | 45 00 |
| Franklin | J. W. C. Bryant | Winchester | 50 | 10 | 60 | 89 | 2,797 | 625 | 3,432 | 9,230 78 |
| Gibson | W. H. Stillwell | Trenton | 44 | 2 | 46 | 49 | 2,944 | 181 | 3,125 | 13,632 10 |
| Giles | B. W. White | Pulaski | 36 | 12 | 48 | 39 | 1,355 | 555 | 1,910 | 10,776 72 |
| Granger | H. C. Griffith | Rutledge | 46 | 8 | 54 | 54 | 4,275 | 450 | 4,725 | 5,135 41 |
| Greene | W. B. Rankin | Greenville | 129 | 7 | 136 | 119 | 3,923 | 319 | 4,242 | 12,753 18 |
| Grundy | S. W. Griswold | Altamont | 16 | ..... | 16 | 16 | 650 | ..... | 650 | 937 38 |
| Hamilton | E. O. Tade | Harrison | 54 | 28 | 82 | 37 | 2,117 | 790 | 2,907 | 10,225 76 |
| Hancock | H. Tyler | Sneedsville | 33 | 1 | 34 | 34 | 2,200 | 42 | 2,242 | 2,119 24 |
| Hardeman | P. Miller | Bolivar | 47 | 4 | 51 | 51 | 1,890 | 180 | 2,070 | 6,314 65 |
| Hardin | N. W. Watson | Savannah | 30 | 2 | 32 | 32 | 1,350 | 90 | 1,440 | 5,168 10 |
| Hawkins | G. W. Portrum | Rogersville | 40 | 2 | 42 | 42 | 1,638 | 90 | 1,728 | 6,201 12 |
| Haywood | J. C. McCallum | Brownsville | 24 | 3 | 27 | 27 | 680 | 135 | 815 | 5,743 50 |
| Henderson | C. H. Rogers | Lexington | ..... | ..... | ..... | ..... | 2,700 | 135 | 2,835 | 5,810 61 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Johnson* | G. A. Grace | Taylorsville | 29 | 1 | 30 | 30 | 1,554 | 39 | 1,593 | 3,652 00 |
| *Knox* | M. C. Wilcox | Knoxville | 103 | 23 | 126 | 107 | 5,561 | 1,101 | 6,792 | 15,981 72 |
| Lauderdale | H. J. Hanks | Ripley | | | | | | | | 60 00 |
| Lawrence | S. A. Carroll | Lawrenceburg | 35 | 1 | 36 | 34 | 1,655 | 41 | 1,696 | 3,017 69 |
| Lewis | | | | | | | | | | 1,018 74 |
| Lincoln | A. B. Coleman | Fayetteville | 35 | 1 | 36 | 34 | 1,675 | 110 | 1,785 | 11,808 13 |
| Macon | | | 35 | 2 | 37 | 37 | 1,407 | 81 | 1,488 | 4,838 88 |
| Madison | R. J. Williams | Jackson | 15 | 6 | 21 | 28 | 1,372 | 821 | 2,193 | 7,151 13 |
| Marshall | W. B. Holden | Lewisburgh | 26 | 6 | 32 | 34 | 1,140 | 243 | 1,383 | 7,399 02 |
| Marion | G. F. Smith | Jasper | 26 | 1 | 27 | 24 | 1,210 | 50 | 1,260 | 4,654 07 |
| Maury | W. Mack | Columbia | 101 | 54 | 155 | 122 | 2,381 | 1,623 | 4,004 | 14,397 29 |
| McMinn | J. A. Hyden | Athens | 45 | 5 | 50 | 51 | 3,038 | 317 | 3,355 | 9,091 23 |
| McNairy | M. R. Abernathy | Purdy | 29 | 2 | 31 | 34 | 1,442 | 106 | 1,548 | 6,281 00 |
| Meigs | E. H. Matthews | Decatur | 29 | 5 | 34 | 23 | 1,350 | 135 | 1,485 | 3,248 04 |
| Monroe | J. C. Montgomery | Madisonville | 78 | 3 | 81 | 61 | 2,679 | 63 | 2,742 | 6,094 63 |
| Montgomery | E. McKinney | Clarksville | 41 | 19 | 60 | 91 | 1,063 | 744 | 1,807 | 12,961 53 |
| Morgan | C. H. Delius | Montgomery | 18 | 1 | 19 | 20 | 796 | 19 | 815 | 1,845 80 |
| Obion | A. D. Banton | Troy | 46 | 4 | 50 | 50 | 2,295 | 274 | 2,569 | 5,970 04 |
| Overton | L. Armstrong | Livingston | 25 | 1 | 26 | 26 | 1,249 | 25 | 1,274 | 7,095 05 |
| Perry | A. M. Taylor | Linden | 20 | 1 | 21 | 21 | 1,153 | 41 | 1,194 | 3,466 24 |
| Polk | J. F. Kincheloe | Benton | 56 | 2 | 58 | 61 | 2,450 | 65 | 2,515 | 4,676 63 |
| Putnam | B. Hunter | Cookville | 37 | 3 | 40 | 40 | 2,817 | 153 | 2,970 | 4,980 11 |
| Rhea | H. C. Rogers | Washington | 18 | ..... | 18 | 18 | 764 | ..... | 764 | 2,203 83 |
| Roane | J. C. Nelson | Kingston | 56 | 4 | 60 | 65 | 3,218 | 256 | 3,474 | 10,050 29 |
| Robertson | G. W. Walker | Springfield | 33 | 5 | 38 | 29 | 1,199 | 265 | 1,464 | 4,744 22 |
| Rutherford | W. H. Wallace | Murfreesboro | 76 | 36 | 112 | 112 | 2,150 | 1,450 | 3,600 | 12,166 06 |
| Scott | L. Sproulo | Huntsville | 24 | ..... | 24 | 48 | 1,500 | ..... | 1,500 | 2,671 22 |
| Sequatchie | J. Alley | Dunlap | 7 | ..... | 7 | 7 | 350 | ..... | 350 | 196 65 |
| Sevier | N. M. Baker | Seviersville | 53 | 3 | 56 | 56 | 2,862 | 162 | 3,024 | 7,402 88 |
| Shelby | H. E. Andrews | Memphis | 55 | 36 | 91 | 91 | 3,637 | 2,933 | 6,570 | 28,360 74 |
| Smith | Ira W. King | Carthage | 52 | 7 | 59 | 59 | 2,800 | 300 | 3,100 | 8,480 37 |
| Stewart | B. G. Alden | Dover | 28 | 3 | 31 | 31 | 650 | 90 | 740 | 4,612 92 |
| Sullivan | R. C. Thornton | Blountsville | 86 | 3 | 89 | 68 | 2,630 | 45 | 2,675 | 8,335 33 |
| Sumner | H. C. McQuiddy | Gallatin | 49 | 7 | 56 | 55 | 2,200 | 125 | 2,325 | 10,211 89 |
| Tipton | H. W. McQuiston | Covington | 13 | 2 | 15 | 15 | 397 | 70 | 467 | 2,476 13 |
| Union | L. Huddlestone | Maynardville | 26 | ..... | 26 | 26 | 1,170 | ..... | 1,170 | 4,673 57 |
| Van Buren | E. E. Rogers | Spencer | 14 | ..... | 14 | 14 | 350 | ..... | 350 | 933 74 |
| Warren | J. P. Clarke | McMinnville | 43 | 7 | 50 | 50 | 2,100 | 270 | 2,370 | 7,432 72 |
| Washington | L. F. Drake | Jonesborough | 68 | 5 | 73 | 73 | 3,895 | 305 | 4,200 | 8,700 13 |
| Wayne | J. R. Alexander | Waynesboro | 31 | 1 | 32 | 32 | 970 | 22 | 992 | 1,585 79 |
| Weakley | A. H. Hughes | Dresden | 55 | 1 | 56 | 56 | 2,116 | 65 | 2,181 | 8,276 95 |
| White | W. F. Carter | Sparta | 33 | 2 | 35 | 35 | 2,310 | 255 | 2,565 | 6,551 64 |
| Williamson | J. A. Edmonson | Franklin | 24 | 8 | 32 | 35 | 619 | 629 | 1,248 | 11,693 07 |
| Wilson | N. G. Alexander | Lebanon | 36 | 4 | 40 | 40 | 1,077 | 63 | 1,140 | 4,119 30 |

## TEXAS.

The constitution of Texas, adopted November 30, and December 1, 2, and 3, 1869, provides in article ninth that the legislature shall "make suitable provisions for the support and maintenance of a system of free public schools, for the gratuitous instruction of all the inhabitants of this State, between the ages of six and eighteen years." It also provides for "a superintendent of public instruction, who, after the first term of office, shall be elected by the people; the first term of the office shall be filled by the appointment by the governor, by and with the advice and consent of the Senate." The superintendent to hold office four years, with a salary of $2,500 per annum. The legislature was not only directed to "establish a uniform system of public schools throughout the State," (section four,) but, "at its first session, (or as soon thereafter as may be possible,) shall pass such laws as shall require the attendance on the public free schools of the State of all the scholastic population thereof, for a period of at least four months of each and every year, (section five.) The constitution also provided for the basis of an ample public school fund, and for district taxation for school purposes.

With this highly favorable constitutional action by the people, it became the duty of the legislature to inaugurate a system of public free schools. The governor nominated a superintendent of public instruction early in the session. Unfortunately the senate could not agree upon the nomination, and it was rejected. The Hon. E. Pettit, A. M., chairman of the senate committee on education, reported a school bill, which, however, failed to pass. On the day previous to the adjournment of the legislature, August 13, 1870, Mr. Pettit wrote to the Bureau as follows: "I have labored hard to perfect the bill, (for public free schools,) and have gained something, I hope. I shall commence again early next session. I undertook to have commissioners appointed to visit other States on educational matters, but failed. Our next session will commence in January, when we hope to do better. I wish Congress would take the whole matter of popular education in hand."

From other sources we learn that the action of the legislature has disappointed the friends of education in Texas.

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## VERMONT.

The annual report of the Hon. A. E. Rankin, late secretary of the board of education gives the following among its

STATISTICS:

| | |
|---|---|
| Number of families | 56,565 |
| Number of children between four and fourteen years | 76,759 |
| Number of children attending school between four and eighteen | 74,140 |
| Number of children attending school between eighteen and twenty | 2,853 |
| Aggregate average attendance | 55,741 |
| Number of school-houses in good condition | 1,593 |
| Number of school-houses unfit | 760 |
| Number of schools | 3,019 |
| Number of teachers | 4,259 |
| Number of teachers who have taught before | 2,943 |
| Number teaching in the same district | 759 |
| Number teaching without certificates | 70 |
| Number "boarding around" | 1,326 |
| Amount expended for teachers' wages and board | $348,563 28 |
| Amount paid gentlemen teachers, exclusive of board | $57,794 07 |
| Amount paid lady teachers, exclusive of board | $153,229 76 |
| Total for school purposes | $500,000 |
| Per cent. of average attendance | 74 |

Increase of average attendance for year nearly 10 per cent.

### A LADY VIGILANCE COMMITTEE AS A REMEDY FOR ABSENTEEISM.

Hon. A. E. Rankin, advises the appointment of a vigilance committee, composed of ladies, who should visit schools, have the care of the buildings and their contents, see that neatness and order are observed, inquire into the matter of attendance, and urge upon parents and children the importance of regularity and promptness, "and many other little things, as we say, but upon which the success of any school depends; duties which now fall to the lot of prudential committees, "and which they so studiously and assiduously neglect." It is a work which will remain undone, unless done by women. Men, by nature and by education, are averse to this kind of work; unfitted

for it; and it is one in which he thinks ladies would excel, and much more appropriate for them than "soiling their fingers with the ballot." "It may be said that they can undertake this supervision now if they choose. Certainly, but to very little purpose. One must have the sanction of authority; one must wear the robe of office." Upon the failure of these means to secure a good attendance, he would have "legal suasion" resorted to, since if it be the duty of the State to educate its children, it is its duty to see that the facilities furnished are not neglected.

### ACADAMIES AND NORMAL SCHOOLS, AND TEACHERS' INSTITUTES.

There are thirty-six academies in the State and two normal schools.

The State normal school at Johnson reports 150 pupils during the year 1868—ladies, 108; gentlemen, 42. Of these 14 graduated, 12 ladies and 2 gentlemen. The number assisted with funds of the State was 78.

The Randolph Normal School contained 255 pupils during the year 1868, of whom 30 were aided by the State, $292 having been expended. The number of graduates during the year is 30—first course, 26; second course, 4.

Teachers' institutes were held in twelve counties during the year. They were well organized and well sustained, and their good results were quite apparent in arousing a new interest in education among the people at large, as well as in affording an important means of culture to teachers, of which, however, they cannot always avail themselves, owing to the small salaries they receive.

As early as the year 1825 the general assembly of Vermont established a school fund from the avails accrued, and thereafter to accrue, from the State Bank and other sources. It was provided that said funds, with annually accruing interest, should be invested in approved bank stocks or other productive securities, and should only be appropriated to the use of schools when the amount should have increased to a sum whose annual interest should be adequate to defray the expenses of keeping a good, free, common school in each district in the State for the period of two months annually. When this fund had remained at interest eight years it was borrowed by the State and appropriated to meet State expenses. Eight years after it was borrowed, when it had reached the sum of $235,000, as the easiest way of discharging the obligation the State repudiated the debt. This infamy rests with the Vermont State legislature of 1845, of perverting from its legitimate use a fund sacredly set apart for the benefit of the common schools by the preceding generation. It was like a man, grown rich and prosperous, filching from his own children's children a sum which his father, with much self-denial, had left, and sacredly set apart for their education.

Still, without any fund, an ample sum is appropriated for the education of every child in the State, were not 40 per cent. of the expenditure rendered inoperative by the failure of that proportion of the children to improve the advantages furnished.

### DISTRICT SYSTEM.

An enumeration of some of the prominent obstacles in the way of the efficiency of the schools embraces fifteen different items, ten of which, at least, if not more, are evidently owing to the prevalence of the district system of supervision instead of the town system, and such is recognized to be the fact. Among these obstacles are insufficient supervision, constant change of supervision, poorly qualified teachers, constant change of teachers, employment of favorites without regard to qualification, too small schools, too short terms, and cheap teachers in small districts, and no schools at all in many districts. About 1,600 of the 3,000 schools in the State have an average attendance of less than 15 pupils. Of these, 800 average less than 10, and some less than 5, pupils. It is thought the number of schools should be reduced one-third, district lines abolished, and superior schools organized by towns, at a saving of $100,000, or $50,000 annually. Emigration westward has so reduced the population that districts which twenty years ago furnished 30 or 40 pupils have now less than one-fourth that number.

"Under the present system the educational interests of the town are in the keeping of from thirty to one hundred officials, consisting of prudential committee, district clerks, town clerk, and the superintendent;" the average number of school officers for each town from 50 to 60, (estimating three prudential committees to each district,) making the whole number of school officers in the State something more than 12,000, or one school officer for every seven school children. As might be supposed, with such an army of supervisors, very little supervising is accomplished, and that of a comparatively inferior quality, since what is everybody's business is universally regarded as nobody's business. "Six men, competent for the duties of the school department of the town, would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six."

A district is reported by one of the town superintendents which for ten years has not paid a cent of district tax for support of schools, thus compelling the minority, who desire educational advantages, to do without schools for their children. The law

attempts to provide a remedy in such cases, but fails. Such a state of affairs could not exist if the town were obliged to support the schools.

The district system stands in the way of the introduction of graded schools. In many of the larger towns they have been established, and a similar result might be obtained in many of the villages, but for the old district lines. "They are held in a sort of reverence." Mr. Rankin remarks: "I don't know but the people somehow connect them with that passage of Holy Writ which pronounces maledictions upon those who remove ancient landmarks. It would be about as easy to remove the equator as to disturb one of these ancient lines. Vermonters seem to hate everything which savors of innovation. But we must not forget that innovation is often a serious foe to progress. The people will be slow to move in this direction. It is the duty of the legislature to step in and take the responsibility, if it can be seen to be a measure which should be secured."

### COST OF EDUCATION.

It costs New York five times as much for tobacco as for education; and four times as much to support her criminal courts as to educate her children.

### REMARKS ON ATTENDANCE.

The city of New York enrolls 222,000 school children, yet the average attendance is less than 92,000. About two-thirds of those nominally in attendance are absent from their schools. In Philadelphia 20,000 children neither attend school nor are engaged in any useful employment.

Every man's right ends where another's begins, and much more does the individual right end when the right of the many begins. And every individual has a right to demand of the state that every child shall be educated.

### TEACHERS' INSTITUTES.

Every argument that can be urged in favor of professional associations of any kind can be urged in favor of educational associations. What the clergyman and the physician get at their county associations; what the lawyer gets by contact with his professional brethren at court, the teacher gets at these gatherings. The professional spirit, the *esprit du corps*, is quickened. Teachers come to feel that they belong to a profession which is recognized, and which, in its importance and dignity, ranks with the other learned professions; a laudable ambition is wakened, and they go away stimulated to renewed efforts to make themselves worthy of a calling which has enrolled among its members so many of the worthiest and most gifted men of all ages.

The young teacher enters upon the duties of his office full of faith in himself. Compared with the standard with which he has had opportunity to measure himself, he feels competent. He has not yet learned what is meant by education. He has been taught to believe it to be simply the acquisition of knowledge. He needs to be taught that the mind cannot live upon facts alone. He comes hither a school-master with narrow views, he may be sent away an educator. He will learn that teaching is an art, and that there are broad and scientific principles upon which it rests.

## *List of school officers.*

Hon. J. H. FRENCH, LL. D., *secretary board of education, Montpelier.*

### CITY SUPERINTENDENTS.

| City. | Name. | City. | Name. |
|---|---|---|---|
| Brattleboro..... | John S. Cutting. | Montpelier ..... | ..... ..... |
| Bristol ..... | T. H. Archibald. | Waterbury ..... | Melville E. Smilie. |
| Burlington ..... | J. E. Goodrich. | | |

# VIRGINIA.

Virginia has just established a system of free public schools, which has not yet had me to go into operation, and of course no facts can be given in regard to it, except ıose immediately connected with the adoption of this measure, which may go to show ıe results that may be expected from it.

In March, 1870, the superintendent of public instruction, Hon. W. H. Ruffner, in his :port to the general assembly of the State, gave his views in regard to the system of :hools desirable for the State, which he styled an "outline plan of public instruc-on," containing the leading features of a permanent system, with "a provisional plan ır the gradual introduction of the free-school system into the State of Virginia," the ıtter to be superseded in July, 1871. He, however, purposely avoiding the introduc-ıon of unsettled questions, remarks:

"The undeniable fact of the steady growth of the public free-school system among he civilized nations for the last century creates a presumption in its favor. It flourishes ınder various forms of government, and when once tried is never abandoned, but, on he contrary, is cherished and perfected more and more. It is observed also that its ıopularity is not chiefly among the ignorant and moneyless, but among the more in-:elligent property-holders, and often among those who have the largest taxes to pay. This popularity is not to be accounted for by the growth of the republican form of government; for the system existed on this continent a hundred years before there was a republic, and at this time it is flourishing among the monarchies of Europe. And would it be seen existing in a perfection unknown on this continent, and vitalizing the energies of a mighty, consolidated empire, behold the kingdom of Prussia! As a mere matter of fact, the public free-school system is as clearly established as an element in the world's progress as any other of the great developments of modern enterprise.

"Those who have studied the history of pauperism in Southern Europe and in England tell us that the bulk of it comes from the neglected freedmen of the Roman empire and of the feudal barons. Now behold the result in the lazzaroni of the Mediterranean states and in the cloud of paupers in England! In the latter the education of the ruling classes has given national prosperity, but in England every eighth man is a pauper; and whilst she will spend but little for the education of the common people on the free system, she is (or was not long ago) compelled to spend thirty millions a year for the subsistence of her paupers, and a great deal more to punish them for their crimes. The statistics of her prisons show that 95 per cent. of crime is committed by persons unable to read or write, and also that not one criminal in two hundred has what may be called an education. And such is the testimony of prisons everywhere as to the intimate relations between ignorance, pauperism, and crime.

"When, on the other hand, we turn to those European nations which have established public free schools, there is a far better state of things in these particulars. Such is the case in Norway, Sweden, Denmark, Holland, Belgium, and most of the German states. There they have common schools, and there pauperism is almost unknown; and the testimonies go to show that in proportion as the people are educated they are free from crime and improved in thrift and good morals. Similar results are claimed in those States of our own prosperous and powerful country where the system has been thoroughly tried, and claimed with the greatest confidence in those States where the system has been longest tried. The outlay is great, but the income is far greater. Nothing is so costly as crime and ignorant, thriftless labor. Nothing makes public order so difficult, reputation so insecure, property so precarious, government in every department so costly and unstable, as ignorance and vice. Now, for these evils there is within the power of Government no remedy so cheap and effectual as common schools, which bring men from darkness into the light. And in these times, when every place and privilege belong to every man, there is no estimating the stake we have in this matter. Universal suffrage simply necessitates universal education.

"The more positive views of the subject are equally forcible, but they cannot here be pursued. I will sum up the whole of what might be said on the subject in one brief but pregnant sentence. The world's progress is the outgrowth of educated mind, and, in material things, the larger share of it has come from the practical classes. Now, a great interest like this, so essential to the prosperity of a State, cannot be safely left to private enterprise or to the laws of trade. The law of supply and demand has no application in the matter of popular, elementary education, because, in point of fact, the demand for the means of education is in inverse ratio to the supply; in other words, the less the supply the less is the demand; and as for the efficiency of private enterprise in promoting the education of the masses, it is too irregular in its action, too costly in its methods, and too inadequate in its means. Private enterprise never did, and never can, educate a whole people; and the public progress demands that the flow of education should be as universal, steady, and uninterrupted as the flow of gas and water for the use of a city.

"Moreover, the free-school system is equally recommended by its comparative cheapness. And this is so from the same causes which render a public system of law more

economical than private justice could possibly be, and which render all large and wholesale operations more susceptible of an economical arrangement than smaller. It is quite within bounds to assert that the whole people of Virginia may be educated by the free system for what it now costs to educate less than one-half of her population. In support of this position I shall hereafter produce the facts and figures.

"It should also be remarked that public free schools are not only cheaper than private schools, but, as a rule, they are better, and for these reasons, to wit: Every teacher is proved by examination to be competent, the pay is sure and prompt, the schools are organized and conducted by the best methods, the school-houses are more comfortable and better provided with school apparatus, and over all is uniform system and intelligent supervision."

Referring to the past policy of the State, he says:

"As for the principle involved, the State has practically settled that long ago, not only by the well-directed support given to her higher institutions, but by contributing to the education of indigent children, and by authorizing counties to tax themselves for free schools, which many of them have done. She has never before accepted the State system of public free schools, but there have always been many of her first citizens who have been advocates of it. Mr. Jefferson drew out a complete scheme on the State basis."

In urging his plan upon the attention of the legislature, he closes with the following argument:

"One other vital consideration presses this matter upon our attention at this critical time. Immigration will avoid a State which has not a good free-school system in operation. Mechanics and farmers, in choosing a home, will always be largely influenced by the educational facilities of a country. Mechanics know that they had better take low wages, farmers know that they had better pay higher prices for land, where there are public schools, than where they would have to depend on the costly, troublesome and uncertain mode of hunting up means of education by private effort. This consideration will influence also rich capitalists, just as much as men of smaller means. If capitalists buy lands, establish factories, open mines, or build railroads, their success is dependent upon attracting laborers, small producers and large patronage. Almost every other State in the Union is ahead of us in this matter."

## AGRICULTURAL COLLEGE LAND GRANT.

The governor, in his message of March 8, 1870, without dwelling upon the necessity for a public free-school system for the State, closes as follows:

"There is one more subject, not germane to the one discussed in this paper, to which I desire to call your attention. The general assembly, by an act passed December 1, 1865, authorized the appointment by the governor of an agent of the State to sell certain lands donated to the State by act of Congress approved July 2, 1862, (and accepted by the State by an act passed February 5, 1864,) for the purpose of establishing schools or colleges of agriculture and mechanical arts. I am not aware of any action whatever by the executive of the State under this law. Under the law of Congress the State will receive scrip or warrants for at least 300,000 acres of land, and I am informed that the same will be issued at any time, on the application of the proper authorities of the State. I have deferred action in the matter until the views and wishes of your honorable bodies could be obtained. An application for the appropriation of the fund arising from the sale of these lands has already been made by the University of Virginia in a very able memorial. Similar applications may be made by other colleges in the State. I would suggest, as a subject worthy of the serious and profound consideration of the general assembly, the propriety and feasibility of dividing this fund—appropriating one portion of it to that one of our colleges which, in your judgment, you may designate, and the other portion to a college or high school devoted exclusively to the education of our colored people. No such institution now exists in the State. All, I presume, recognize the importance and necessity of establishing one, and that, too, at the earliest day practicable. In the present impoverished condition of the State it will be difficult, if not impossible, to appropriate any considerable sum from the State treasury for this purpose, but a beginning can and ought to be made. It can be done by an appropriation of a portion of the fund above mentioned, and a reasonable amount from the State treasury. By authorizing the trustees or board of visitors, or the State board of education, to receive and apply to its support and management donations and bequests, it is more than probable that in a few years the institution would become well endowed and independent of State aid. It is quite probable that Congress might be induced to make an additional appropriation of lands for the establishment and support of such an institution. Like other colleges, before matriculation, students should be required to pass a satisfactory examination in certain prescribed preparatory studies. Such requirements would, of course, limit the number of students at first to a small number, owing to the backward state of education among the colored people, but there would be a constant increase from year to year. The benefits to these people and to the State

which would flow from the successful establishment of a college of this character, are incalculable. I have not now the time, and it is not my purpose to amplify them, nor is it necessary. They are self-evident. I am an earnest advocate of universal and free education. If the death knell to American liberty is ever sounded, ignorance will pull the bell-cord. The colored people of our State are equally, with the white, clothed with the elective franchise. In order that they may intelligently exercise that right, the opportunity for education should, and under our constitution must, be afforded them. This cannot, however, be accomplished by any system of mixed schools. Each race must be provided for separately. I have in years past, and under the most favorable circumstances, witnessed a fair and impartial trial of the experiment, and it proved an utter failure. The true interests of the colored people themselves demand that they should be provided with separate schools. While they are entitled, under our constitution, to an equal participation in the benefits of a free common school system, I would extend to them inducements and incentives to advancement in mental and moral development, by the establishment of a college or university as above suggested, wherein shall be taught all the higher branches of useful knowledge. But it was my purpose merely to call the attention of the general assembly to the subject of providing for the sale of the lands donated by Congress, and the proper disposition of the proceeds thereof, without entering upon any extended discussion of the subject of education."

## SCHOOL SYSTEM.

The legislature, at its last session, passed an act "to establish and maintain a uniform system of public free schools," the principal features of which are as follows:

## ADMINISTRATION.

The system is to be administered by a board of education, a State superintendent of public instruction, county superintendents, and district trustees.

The board of education consists of the governor, the superintendent of public instruction, and the attorney general, having all the rights and powers heretofore vested in the board of the "literary fund."

The duties of the board of education are to have a supervision of the operation of the free-school system and suggest to the general assembly any improvements deemed advisable; to take charge of the funds derived from the existing literary fund; appoint and remove district school trustees until otherwise provided; appoint and remove county superintendents, subject to confirmation by the senate; and have charge of all matters relating to the practical administration of the system not otherwise provided for; make an annual report to the legislature, and punish county superintendents for neglect of duty, or for any official misconduct, by reasonable fines, to be deducted from their pay, by suspension from office for a time, and by removal, subject to the confirmation of their action by the senate.

## THE SUPERINTENDENT OF PUBLIC INSTRUCTION

is to be elected by the general assembly, by joint ballot, within thirty days after the meeting of 1873–'74, and every four years thereafter; any vacancy arising in the office to be filled by the governor, the commission to expire thirty days after the next meeting of the legislature. The salary is to be fixed by the legislature. The duties of the superintendent are to see the school laws faithfully executed, and to promote as much as practicable a desire of education among the people; to interpret the school laws and explain to subordinate officers the duties devolving upon them. He is to visit the schools throughout the State as much as is consistent with other duties; he decides appeals from decisions of county superintendents, and annually prepares a scheme for apportioning the money appropriated by the State among the counties and cities, on the basis of the number of children between five and twenty-one years of age; and on or before the 1st day of October, annually, he must make a detailed report of his official proceedings to the board of education.

## THE COUNTY SUPERINTENDENTS

are appointed for three years, their salaries to be determined by the board of education. Their duties include, besides a general supervision of the schools as in other States, the examination and licensing of teachers in accordance with directions from the State superintendent. They are also to decide appeals or complaints concerning any persons connected with the school system within their jurisdiction in certain cases; to administer oaths and take testimony in all matters relating to public schools when required by the State superintendent; and to make a report annually to that officer in the form prescribed by him, as well as special reports when called upon.

### DISTRICT TRUSTEES

(three in each school district) are to be appointed by the board of education. Every tru tee must be a resident of the district, and he "shall be exempt from serving on jurie working on roads, (but not from any road tax on property,) and from militia service i time of peace." Their duties are, to have the management of the local affairs of the schoc employing teachers or dismissing them for cause; to suspend or dismiss pupils; tal care of, manage and control the school property of the district; visit the schools fro time to time, and see that they are conducted according to law and with the utmost ef ciency; and to report annually to the county superintendent on such subjects as a indicated in the prescribed blank forms supplied for the purpose.

### SCHOOL DISTRICTS

are to be numbered in the several townships by the county superintendents, and du reported to the superintendent of public instruction.

### TEACHERS.

No teacher can be employed or receive pay from public funds not having a certifica of qualification from the county superintendent of the county within which he or s is employed.

Every teacher must keep a daily register of facts pertaining to the schools in a pı scribed form; written contracts are to be made with all teachers, signed in duplica each party holding a copy. Meetings of teachers may be invited and encouraged l the board of education, and addresses may be procured before such meetings; pı vided that no public money shall be expended for the purpose.

### SCHOOL-HOUSES.

All school property pertaining to each school district is to be held by the district a corporation. The board of trustees are to provide suitable houses and applianc the utmost economy being observed consistent with health and decency, but "no hou shall be erected without first consulting the county superintendent concerning t style of the structure and the arrangements about the buildings and grounds." T county superintendent may condemn any house that appears to him to be unfit f occupancy, and no public school shall thereafter be held in it, nor any part of the Sta or county fund be applied to support a school therein.

### PUBLIC FREE SCHOOLS

may be established in any county only on condition that the county raise for their su port as much as the State offers, unless the board of education, in their discretion, s fit to accept a smaller sum in certain specified cases.

The public free schools are to be free to all persons between the ages of five a twenty-one years; "provided that white and colored persons shall not be taught the same school, but in separate schools, under the same general regulations as to ma agement, usefulness, and efficiency."

### THE BRANCHES

required in every school are orthography, reading, writing, arithmetic, grammar, a geography, no others to be permitted except by special regulations to be devised by t board of education.

Uniformity of text-books and the furnishing of the schools with such apparat and library as may be needed shall be provided for by the board of education; a graded schools are to be preferred where practicable, under suitable regulations.

The number of schools in the State is to depend upon the funds available, which a to be distributed under the direction of the board of education among the counties a cities in as just proportion as possible, too great a multiplication of schools bei guarded against so as to avoid a low grade of instruction.

### SCHOOL FUNDS.

The present literary funds of the State, the proceeds of all public lands donated Congress for school purposes, of all escheated property, of waste and unappropriat lands, of property coming to the State by forfeiture, fines, donations, and such oth sums as the general assembly may appropriate, are to constitute a permanent and pe petual literary fund to be invested and managed by the board of education, the pri cipal to remain unimpaired and entire, and the annual income to be given exclusive for the support and maintenance of public free schools.

The funds to be applied annually to school purposes consist of State, county, and district funds, embracing the annual interest of the literary fund, a capitation tax not exceeding $1 per annum on every male citizen over twenty-one, a tax of not less than one nor more than five mills on the dollar on property, together with such taxes as the counties and districts may agree upon; provided that no tax by counties or districts for schools shall exceed five mills on the dollar in any one year.

Public free schools are to be established in the cities and towns having a municipal government, excluding the jurisdiction and cognizance of the authorities of the counties within which they are situated.

From the report of Dr. Sears, agent of the Peabody fund, in regard to education in Virginia, it appears that certain cities of that State, without waiting for the passage of the school law, encouraged and stimulated by substantial aid from the fund, have supported free schools during the past year, appropriating $10,000 for current expenses, with an actual outlay for repairs, &c., of $17,500, receiving aid of $2,000 from the fund. A similar result is reported in Richmond, the Peabody fund contributing, upon condition that the schools should be carried on for a year, the sum of $2,000 in aid of the work. To the normal school of Richmond $1,000 is paid for the training of 20 pupils, pledged to teach in the common schools.

The colored normal industrial school at Hampton is aided by the same fund, by the training of 16 pupils, selected from the whole number at an expense of $30 for each. The city schools of Portsmouth received $1,500, offered upon condition that the city raised $3,000. The present year the same amount has been raised with expectation of the liberal offer being renewed. The agent says: "No better proof can be desired of the tendency of our method of graduating the amount bestowed from our fund by the amount contributed by the people."

The citizens of Manassas also received conditional aid of $300. Winchester has a conditional promise of $1,000 a year from the same fund. The fund supplies $4,000 a year in aid of colored schools. Also, $200 toward support of the Educational Journal of Virginia.

We learn from the Hon. Mr. Ruffner that superintendents had been appointed before the first of October for all the counties of the State except ten; and that notwithstanding the small salary attached to the office, in a large majority of the counties, the services of competent men have been secured. Trustees had been appointed in ten counties, and other matters of detail arranged; so that a number of schools were to be established in various parts of the State by the 1st of November.

## THE QUALIFICATIONS THAT A COUNTY SUPERINTENDENT SHOULD HAVE.

The State superintendent sent to prominent citizens in the various counties the following, as a part of a circular, to aid them in recommending suitable persons for county superintendents:

"A county superintendent of schools should be a man of force, purity, education, influence, and popularity. His chief duties consist in explaining the school laws, examining and instructing teachers, counseling district trustees apportioning funds, auditing accounts, attending to all school interests, and promoting generally a spirit of education among the people.

"A perfect county superintendent of schools would be a young man or middle-aged man of successful experience as a teacher, pleasant manners, irreproachable character, good speaking abilities, architectual taste, a turn for business, energy, talent, prudence, sound opinions, public spirit, zeal for the education of the people, and faith in the public school system. The man recommended for the office should be the one who combines the most of these qualifications among those whose services can be obtained."

## STATE AND COUNTY SUPERVISION.

Agreeably to the provisions of the new system of public free schools, the following officers have been appointed as superintendents for the State and the several counties:

## *List of school officers.*

Hon. W. H. RUFFNER, *superintendent of public instruction, Richmond.*

COUNTY SUPERINTENDENTS, October 27, 1870.

| County. | Name. | Post office. |
|---|---|---|
| Accomac | James C. Weaver | Onancock. |
| Albemarle | D. P. Powers | Scottsville. |
| Alexandria | Richard L. Carne | Alexandria. |
| Alleghany and Craig | Robert L. Parrish | Covington. |
| Amelia | Rev. H. T. Darnall | C. H. |
| Amherst | W. B. Henley | C. H. |
| Appomattox | Chapman H. Chilton | Spout Spring. |
| Augusta | Rev. Barnas Sears, D. D | Staunton. |
| Bath and Highland | J. Kenney Campbell | Spruce Hill, Highland Co. |
| Bedford | Sydney L. Dunton | Liberty. |
| Bland and Giles | H. W. Broderick | C. H. Giles Co. |
| Botetourt | Rev. G. Gray | Fincastle. |
| Brunswick | Alexander Mallory | Smoky Ordinary. |
| Buchanan and Wise | William Wolfe | Big Stone Gap, Wise Co. |
| Buckingham | Col. J. Lucius Davis | C. H. |
| Campbell | A. F. Biggers | Lynchburg. |
| Caroline | Thomas R. Dew | Rappahannock Academy. |
| Carroll | D. B. Brown | Hillsville. |
| Charles City and New Kent | Rev. Jas. A. Waddell | Box 245, Richmond. |
| Charlotte | William W. Read | C. H. |
| Chesterfield | B. A. Hancock | Midlothian. |
| Clarke | Jarvis Jennings | White Post. |
| Culpepper | Robert E. Utterback | Jeffersonton. |
| Cumberland | Dr. Richard P. Walton | Cartersville. |
| Dinwiddie | Roger P. Atkinson | Dinwiddie C. H. |
| Eliz. City and Warwick | George M. Peek | Hampton. |
| Essex | J. G. Cannon | Tappahannock. |
| Fairfax | Thomas Moore | C. H. |
| Fauquier | Captain Saml. F. Chapman | Rectortown. |
| Floyd | Dr. C. M. Stigleman | C. H. |
| Fluvanna | James O. Shepherd | Palmyra. |
| Franklin | Thomas H. Bernard | Rocky Mount. |
| Frederick | A. Magill Smith | Winchester. |
| Gloucester | Rev. Wm. E. Wiatt | C. H. |
| Goochland | Rev. S. Taylor Martin | Sabot Island. |
| Grayson | Fielden Cornutt | Elk Creek. |
| Greene and Madison | Dr. Wm. A. Hill | Rapid Ann Station, O. A. and M. R. R., Madison Co. |
| Greensville and Sussex | John K. Mason | Hicksford, Greensville Co. |
| Halifax | Henry E. Coleman | Mount Laurel. |
| Hanover | J. B. Brown | Negrofoot. |
| Henrico | Dr. J. N. Powell | Richmond. |
| Henry | Captain G. T. Griggs | Martinsville. |
| Isle of Wight | E. M. Morrison | Smithfield. |
| James City and York | James H. Allen | Burnt Ordinary, J.C.Co. |
| King and Queen and Middlesex | Dr. J. Mason Evans | Church View, Mid. Co. |
| King George and Stafford | Addison Borst | Fredericksburg. |
| King William | R. L. Williams | C. H. |
| Lancaster and Northumberland | Archibald T. Cralle | Heathville, N'd Co. |
| Lee | Rev. William A. Taylor | Jonesville. |
| Loudon | John W. Wildman | Leesburg, Loudon. |
| Louisa | Rev. L. J. Haley | Harris's P. O. |
| Lunenburg | Robert M. Williams | C. H. |
| Mathews | Rev. Thomas M. Hunley | C. H. |

*List of school officers*—Continued.

| County. | Name. | Post office. |
|---|---|---|
| Mecklenburg | Rev. Edward L. Baptist | Christiansville. |
| Montgomery | William C. Hogan | Christiansburg. |
| Nansemond | Richard L. Brewer | Suffolk. |
| Nelson | Patrick H. Cabell | Variety Mills. |
| Norfolk | ..... | ..... |
| Northampton | ..... | Eastville. |
| Nottoway | Rev. Thomas W. Lydnor | Blacks and Whites. |
| Orange | Robert Frazer | C. H. |
| Page and Warren | M. P. Marshall | Front Royal, Warren. |
| Patrick | Colonel A. Staples | C. H. |
| Pittsylvania | Rev. George W. Dame | Danville. |
| Powhatan | Dr. P. S. Dance | C. H. |
| Prince Edward | Rev. B. M. Smith, D. D | Hampden Sydney. |
| Prince George and Surry | Colonel M. W. Raney | Prince George C. H. |
| Princess Anne | Edgar B. Macon | London Bridge. |
| Prince William | ..... | ..... |
| Pulaski | David S. Pollock | Newbern. |
| Rappahannock | ..... | ..... |
| Richmond and Westmoreland | W. W. Walker | Oldham's Cross Roads, W. C. |
| Roanoke | Prof. L. R. Holland | Salem. |
| Rockbridge | Prof. J. L. Campbell | Lexington. |
| Rockingham | Rev. Geo. W. Holland | Harrisonburg. |
| Russell | Captain E. D. Miller | New Garden. |
| Scott* | Smith H. Morison | Estillville. |
| Shenandoah | Prof. John H. Grabill | Woodstock. |
| Smyth | Prof. D. C. Miller | Seven Mile Ford. |
| Southampton | Dr. James F. Bryant | Franklin Depot. |
| Spottsylvania | John Howison | Fredericksburg. |
| Tazewell | Rev. Jonathan Lyons | C. H. |
| Washington | Rev. A. L. Hogshead | Abingdon. |
| Wythe | Rev. J. D. Thomas | Wytheville. |

* Smith H. Morison is acting superintendent for the present.

# WEST VIRGINIA.

## COMMON SCHOOLS.

Hon. A. D. WILLIAMS, superintendent of free schools, in his report for May 1, 1869, congratulates the people, through the legislature, "upon the increased efficiency and prosperity of the free schools, which are entwining themselves about the great popular heart." Their appreciation of the system, faith in its perpetuity and in the ultimate triumph of free popular education, are shown in the superior school buildings erected during the past year, being better ventilated and lighted, furnished with blackboards, maps, globes, charts, &c. The older counties have neat frame houses. "Those in the interior still cling to the primitive log buildings," but even of these the style is improving. There are in the State 1,708 school-houses—936 framed, 10 stone, 38 brick, and 614 log; and of these 266 have been completed during the past year. Increase over those built in previous year, 402. Total value of school property in State, $958,992.

Total number of youths in the State between the ages of six and twenty-one, 59,028. Total number attending public schools during the year, 36,684.

Number of teachers employed, 2,283, of whom 1,680 are male and 603 female.

Average age of pupils, eleven and three-fourths years.

Salary of teachers has been, males $34 and females $30 per month.

Number of schools in State, 2,198.

Number of certificates granted during the year, 2,256. Applicants, 2,344.

Teachers are increasing in efficiency. "Poor teachers are passing away," leaving the field to those more capable. It is recommended that in giving certificates different

grades should be noted accurately, and a No. 1 certificate given only for one year; No 2, for ten months; No. 3, for eight months; No. 4, six months; No. 5, four months; and No. 5 teacher to teach only one term.

A great want of books is felt, especially in some of the more sparsely-settled portions, where it is almost impossible to obtain the State series. Recommends the passage of an enactment making it a misdemeanor to sell any but the uniform series.

STATE NORMAL SCHOOLS,

two in number, are located at Guyandotte and at Fairmont Branch; also a large and commodious building for one at West Liberty, not yet opened. The school at Guyandotte is 60 feet square, with stone basement and bell tower—a model of architectural beauty. First normal year closed 23d of June, with 106 students; 36 entered on State account, 15 ladies and 21 gentlemen. The Peabody fund donated $500 during the year to 20 students preparing for teaching, and promises during the coming year to renew the gift for the sole benefit of the young ladies.

The school at Fairmont Branch closed with 30 in the normal and 100 in the model department. This school also received $500, and the model department $1,000, from the Peabody fund. This school is in great need of a dormitory and boarding hall.

The opening of the school at West Liberty would meet all the demands for teacher in that section, free schools being there far in advance of other portions, teachers less cramped for means and more enthusiastic in the work.

The school law is very good, but in some cases not conscientiously carried out. Boards of education and trustees have violated it, taking contracts to build and sharing in profits, collecting taxes for school purposes and spending them in speculation. They become money-lenders, shavers of teachers' orders, &c. But this state of affairs is passing away, and the administration of school affairs is slowly, though surely, passing into the hands of devoted and competent friends.

The Peabody fund has aided, during the year, 23 cities and towns, to the amount of $11,600.

## *List of school officers.*

Hon. A. D. WILLIAMS, *general superintendent free schools, Charlestown.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. |
|---|---|---|
| Barbour | R. A. McCutcheon | Belington. |
| Berkeley | Edward L. Lacy | Martinsburg. |
| Boone | Rufus Workman | Ballardsville. |
| Braxton | Wellington F. Morrison | Braxton. |
| Brooke | Milton Wells | Wellsburg. |
| Cabell | John W. Church | Cabell Court House. |
| Calhoun | D. W. Knight | Grantsville. |
| Clay | E. S. Stevenson | Henrysville. |
| Doddridge | William Stuckling | West Union. |
| Fayette | W. T. Timberlake | Fayette Court House. |
| Gilmer | James Shaw | Steer Creek. |
| Grant | Edward S. Vossler | Grant Court House. |
| Greenbrier | Z. Trueblood | Lewisburg. |
| Hampshire | O. P. Wrigman | Romney. |
| Hancock | Thomas C. Carothers | Holliday's Cove. |
| Hardy | G. Thomas Williams | Moorefield. |
| Harrison | D. C. Louchery | Cherry Camp. |
| Jackson | J. A. McMillen | Ravenswood. |
| Jefferson | G. G. Baker | Harper's Ferry. |
| Kanawha | William L. Hindman | Kanawha Court House. |
| Lewis | P. T. L. Queen | Jane Lew. |
| Lincoln | George Boster | Hamlin. |
| Logan | Ulyssus Hinchman | Rich Creek. |
| Marion | William Gray | Palatine. |
| Marshall | J. W. P. Reid | Moundsville. |
| Mason | Charles T. B. Moore | Point Pleasant. |
| Mercer | John J. Meader | Concord Church. |
| Mineral | T. P. Adams | New Creek. |
| Monongalia | Henry L. Cox | Morgantown. |

*List of school officers*—Continued.

| County. | Name. | Post office. |
|---|---|---|
| Monroe | John A. McMann | Union. |
| Morgan | William H. Potter | Sleepy Creek. |
| McDowell | James F. Gellespie | Tug River. |
| Nicholas | William Y. Calaghan | Summerville. |
| Ohio | Joseph Burrows | Triadelphia. |
| Pendleton | H. W. Arbogast | Mouth of Seneca. |
| Pleasants | William N. Jones | St. Mary's. |
| Pocahontas | Cornelius Stulling | Academy. |
| Preston | Thomas Fortney | Reedsville. |
| Putnam | John C. Leninger | Buffalo. |
| Raleigh | J. S. Thompson | Raleigh Court House. |
| Randolph | Squire B. Hart | Beverly. |
| Ritchie | J. M. McKenney | Highland. |
| Roane | Portman Timel | Spencer Court House. |
| Taylor | J. L. Vincent | Fetterman. |
| Tucker | Joseph Parsons | St. George. |
| Tyler | J. Edgar Boyers | Middlebourne. |
| Upshur | J. Loomis Gould | Buckhannon. |
| Wayne | C. B. Webb | Ceredo. |
| Webster | James Dyer | Webster Court House. |
| Wetzel | Williman A. Newman | Knob Fork. |
| Wirt | Lewis C. Rogers | Wirt Court House. |
| Wood | S. H. Piersol | Parkersburg. |
| Wyoming | Richard M. Cook | Rock View. |
| Wheeling City | F. S. Williams | Wheeling. |

# WISCONSIN.

The annual report for the year 1869 of the State superintendent of public instruction, Hon. A. J. Craig, (whose death occurred but a few months since,) commences with remarks in regard to the number of school districts in the State, and of children between the ages of four and twenty years who attended school during the year, and of those who did not attend. His forcible, zealous, and eloquent reflections and arguments regarding the illiteracy suffered by the State to exist within her borders illustrate the clearness of his views and his enthusiasm of feeling upon the subject of popular education, and remind us of the loss the cause has sustained by his death.

## "ABSENTEEISM.

"The whole number of children of school age reported in the State was 394,837, of whom 264,033 are reported as having attended the public schools; 698 were under four years of age, and 1,540 over twenty years. The number attending private schools and other institutions of learning not connected with the State is 283,396. As a number of private schools and academies are not reported, it is probable that the whole number will not vary far from 290,000. This leaves over 100,000 persons between the ages of four and twenty years who have received no instruction.

"After making a liberal allowance for the number who have previously attended school and for those who were so situated that they could not attend, there will still remain more than 50,000 youth who are growing up in ignorance. This is more than one-eighth of the whole school population, and about one-sixth of the number that could reasonably be expected to attend school. What would be thought of the parent who, having six children, should entirely neglect one of them, giving it no care, training, or education? Would he not be held to be inexcusable, criminally negligent of his sacred duty? And would not his negligence be all the more criminal if the neglected one, of all his children, most needed care and oversight? Yet this is just what the State does. It taxes its citizens to sustain a system of public instruction, on the ground that it is necessary to the preservation and well-being of republican government and free institutions that all the people shall be intelligent, and then entirely neglects one-sixth of the children, and permits them to grow up to citizenship utterly ignorant not only of the elementary principles of science and art, but also of the nature of the responsibilities which she thrusts upon them. Ignorance is the parent of vice, the opponent of progress, the bane of the republic, a destroying element in society, the

precurser of decay and death. Has society no power to protect itself? Has the government no right to live? Shall the State continue to nurse in her bosom the viper which will some day sting her to death? If these questions are not answered by the representatives of the people—answered by the enactment of wise and just laws, providing for the education of all the children of the Commonwealth—the future historian will answer them when he portrays the downfall of a once mighty nation, which forgot its origin, derided its destiny, sold its birthright, and ended its career in shame and disgrace."

The most important items embraced in the summary of general statistics furnished by the report are as follows:

| | |
|---|---|
| Whole number of districts in the State | 4,735 |
| Number of children between four and twenty years of age | 398,747 |
| Number who have attended public school | 245,435 |
| Total number of different pupils who have attended during the year | 264,033 |
| Average number of days school was maintained | 151 |
| Total number of days' attendance of different pupils during the year | 19,139,941 |
| Number of pupils who have attended private schools | 15,389 |
| Number of schools with two departments | 178 |
| Number with three or more departments | 111 |
| Number of teachers required to teach the schools | 5,517 |
| Number of different teachers employed during the year | 8,795 |
| Average wages of male teachers per month | $43 63 |
| Average wages of female teachers per month | $28 34 |
| Number of schools visited by the county superintendent | 4,243 |
| Number of public school-houses in the State | 4,742 |
| Number of pupils the school-houses will accommodate | 274,022 |
| Total valuation of school-houses | $2,973,492 44 |
| Total valuation of sites | $392,533 93 |
| Total valuation of apparatus for 1867 | $97,812 33 |
| Sum expended for building and repairing school-houses | $456,503 71 |
| Sum expended for apparatus | $11,410 81 |
| Sum expended for teachers' wages | $1,193,985 44 |
| Sum expended for furniture, register, and records | $37,440 7[illegible] |
| Total amount expended | $1,198,985 2[illegible] |
| For each person of school age | $4 9[illegible] |
| For each pupil registered | $7 [illegible] |
| Total productive school fund | $2,237,414 [illegible] |
| Increase for the year | $31,927 [illegible] |

## SCHOOL FUND.

The school fund is composed of—1, proceeds of lands granted by the United Stat[illegible] for support of schools; 2, all money accruing from forfeiture or escheat, and trespa[illegible] penalties on school lands; 3, all fines collected in the several counties for breach [illegible] penal laws; 4, all moneys paid as an exemption from military duty; 5, five per ce[illegible] on sale of Government lands.

The receipts during the year from the above sources were $60,168 77. The conditi[illegible] of this fund, the superintendent states, demands the serious consideration of the leg[illegible] lature. The greater part of it has been used to pay the war debt of the State; and [illegible] is represented by "certificates of indebtedness," upon which interest is paid by t[illegible] tax-payers. The tax is collected by the town treasurers, is paid by them to the coun[illegible] treasurers, who, in turn, pay it into the State treasury. It is then apportioned by the State superintendent, and finds its way back to the towns, through the same channels by which it reached the treasury. Such a cumberson, defective method of raising a tax for the support of schools should not be continued longer than is absolutely necessary.

## TOWNSHIP SYSTEM.

An act establishing the township system of school government was passed during the winter of 1869, and five or six towns have already adopted the system; but it is too early to come to any conclusion in reference to its operation. It is believed that as soon as the system is clearly understood, it will be adopted by a large number of towns, and will prove to be a great improvement upon the present system.

## SCHOOL SUPERVISION.

In about one-half of the State the county superintendents are active and efficient, and spend a large share of their time in visiting and supervising the schools. In the other half the schools are neglected, and left to take care of themselves, so far as super-

ay one from outside of the local districts is concerned. This failure in the ie supervision of schools is the result of two causes: First, the payment of salaries to county superintendents, and second, the election of incompetent he office of superintendent. The second evil is, to some extent, an effect . Men who are competent to hold the office cannot afford to take it for the npensation allowed in most counties. The county superintendent ought to lucated, experienced teacher—the equal of any one in character and moral w can we expect such a man to serve the people for from $300 to $800 per ear his own traveling expenses, while in many of the graded schools under :tion the principals are paid from $1,000 to $1,500? The consequence is, ek the office who are not qualified to fill it; the people complain that their not visited, and the board of county supervisors try to remedy the evil by rn the salary, reasoning that if he does not perform his duty for the salary ght to receive a smaller sum; whereas, the true theory is, to pay the super- uch a salary that he can afford to devote all his time to the work.

### TEACHERS' INSTITUTES.

l of regents of normal schools appropriated, from the income of the normal , the sum of $2,000 to aid in holding teachers' institutes, and to a committee, of his excellency Governor Fairchild, Hon. William E. Smith, State treas- ie State superintendent, was confided the charge of expending the money. institutes have been held during the year, which have accomplished much

### STATE TEACHERS' ASSOCIATION.

nteenth annual meeting was held at Oshkosh, July 8–9, when the usual ere delivered, resolutions adopted, &c.

### THE PLATTVILLE NORMAL SCHOOL,

Charles H. Allen; located at Plattville, Grant County; had an attendance, year, of 153 pupils—82 ladies, and 71 gentlemen, in the normal department; l department, 49; preparatory and academic, 163. There are 8 teachers— n, and 3 ladies. The first gradnating class numbered 8—6 gentlemen and 2 graduated at the close of the spring term, 1869.

### THE WHITEWATER NORMAL SCHOOL,

Whitewater, Walworth County, Oliver Arey, president. The number of attendance during the year was 384. During the present term, there were al department, 147; in the training department, 120. Normal students re- uition free. All necessary text-books furnished for the slight charge of $1 A well-selected reference library to be open to the students. Three courses established—an institute course of one term, an elementary course of two vanced course of three years. A daily record is kept of the recitations and of each pupil, and entered on the books of the institution for future reference.

### UNIVERSITY OF WISCONSIN.

tution, located at Madison, was founded in the year 1854, P. A. Chadbourne, ., president. The institution includes colleges of arts, of letters, profes- es, and a female college. It also makes provision for a post graduate course two years; at the end of which time degrees are conferred of doctor of or master of arts. There is also a preparatory department, though it is ex- the time will soon come when this can be abolished; but for the present it as essential to the welfare of the university.

*of arts* was organized especially to meet the requirements of Congress the appropriation of land for industrial schools. Its object is to provide a general scientific education, but also for such a range of studies in the of science as to meet the wants of those who desire to fit themselves for , mechanical, commercial, or strictly scientific pursuits. The whole income ngressional grant has, up to this time, amounted to less than $6,000; of this 05 have been expended. The departments of agriculture, engineering, and tics are included in this college, and its students comprise nearly all mem- university.

e of instruction in the college of letters is similar to that pursued in other stitutions, and is intended to be equal to that of the best where ancient re made an essential part of the course.

e instructed in any study taught in the college of letters or arts, for which

they are prepared. They may also attend all university lectures, and they receive the same degrees as gentlemen for the same or equivalent courses of study.

The total number of pupils in attendance is 495; number who graduated last commencement, 24; males, 18; females, 6. Number in the female college, 150. Number in the preparatory department, 193. Number of professors and teachers, 21. The estimated cash value of land and buildings owned by the institution is $370,000. The amount of endowments and funds, except real estate, is $256,224 54. Amount received for tuition during the year, $7,639. One pupil from each assembly district in the State is admitted without payment of tuition.

### OTHER INSTITUTIONS OF LEARNING.

The report furnishes information respecting fourteen institutions of learning which are not connected with the State, ten being colleges and universities, and the remaining four academies and seminaries.

## MILWAUKEE.

The following information is taken from the annual report of the board of school commissioners for the year 1869. Hon. C. Latham Sholes, president of the board, and the Hon. F. C. Pomeroy, superintendent of public schools:

| | |
|---|---|
| Number of children in the city between four and twenty years of age | 24,494 |
| Number enrolled in public schools | 11,407 |
| Expended for salaries during the year | $72,026 79 |
| Expended for repairs during the year | $3,417 27 |
| Expended for supplies during the year | $1,149 19 |
| Expended for fuel during the year | $7,060 00 |
| Expended for printing during the year | $599 15 |
| Census, $600; office, $79 10 | $679 10 |
| Total | $84,931 50 |
| Cost of instruction per pupil, on average daily attendance | $14 14.5 |
| Number of private schools in the city | 37 |
| Enrollment of pupils in private schools | 6,365 |
| Number of teachers employed | 145 |
| Cost of instruction, nearly | $48,000 |

In 1855–'56 the first school was opened within the present limits of the city. The school board, as now established, was organized in 1846. The number of pupils in attendance during the year was about 800. From 1846 to 1864 the increase was slow, but steady; since 1864 the schools have grown rapidly, increasing at the rate of 1,000 annually. It is recommended that primary teachers should be paid more than those of any other grades, and experience be demanded as a qualification. The four lower grades especially need the very best teachers that can be obtained. Work well done in these grades is time and labor saved in the future. The primary teacher occupies the most laborious position in our schools, and, if faithful and conscientious, performs the most work. It is no more than right that she should receive the most pay.

## MADISON.

The report of the board of education for the city of Madison for the year 1869—Hon. J. H. Carpenter, president of the board, and the Hon. B. M. Reynolds, superintendent of schools—furnishes the following information:

| | |
|---|---|
| The number of pupils enrolled | 2,080 |
| Present attendance | 969 |
| The number of seats for pupils | 1,125 |
| Per cent. of attendance of pupils | 93.9 |

The superintendent states that since the board adopted the rule requiring all cases of corporal punishment to be reported to that body, with the causes and all the particulars, the number of cases had fallen off very considerably. Though the board does not expressly forbid this mode of punishment, the regulation is tantamount to a prohibition of all improper, injudicious, hasty, and unmerited punishment. The discipline of the schools has much improved in consequence. The chief objection urged by teachers against the plan of governing schools without resorting to corporal punishment is, that "it requires more talking to govern the pupils than under the old dispensation."

Teachers' meetings are held on Saturday of each week during term time, and absence by any teacher is counted the same as half a day's absence from school.

## *List of school officers.*

Rev. T. FALLOWS, *superintendent public instruction, Madison, Dane County,* 1870–'71.

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. |
|---|---|---|
| Adams | Thomas R. Freeman | Olin. |
| Ashland | John W. Bell | La Pointe. |
| Barron | Oliver Demars | Barron. |
| Bayfield | Andrew Tate | Bayfield. |
| Brown | Oscar Gray | Fort Howard. |
| Buffalo | Robert Lees | Gilmanton. |
| Burnett | W. H. Peck | Grantsburg. |
| Calumet | A. W. Hammond | Chilton. |
| Chippewa | John A. McDonald | Chippewa Falls. |
| Clark | S. S. Smith | Loyal. |
| Columbia | John J. Lloyd | Cambria. |
| Crawford | M. E. Mumford | Prairie du Chien. |
| Dane, 1st district | T. D. Kanouse | Sun Prairie. |
| Dane, 2d district | S. C. Coolidge | Middleton. |
| Dodge, east district | John A. Barney | Mayville. |
| Dodge, west district | L. M. Benson | Lowell. |
| Door | Rufus M. Wright | Sturgeon Bay. |
| Douglas | Irvin W. Gates | Superior. |
| Dunn | Carroll Lucas | Menomonee. |
| Eau Claire | W. H. Lockwood | Eau Claire. |
| Fond du Lac | D. B. Lyon | Ripon. |
| Grant | W. H. Holford | Bloomington. |
| Green | Daniel H. Morgan | Monroe. |
| Green Lake | A. A. Spencer | Berlin. |
| Iowa | Samuel Parks | Avoca. |
| Jackson | John K. Hoffman | Black River Falls. |
| Jefferson | Amos Squire | Waterloo. |
| Juneau | M. F. Carney | New Lisbon. |
| Kenosha | Hosea Barnes | Kenosha. |
| Kewaunee | John M. Read | Kewaunee. |
| La Crosse | George Paton | Hamilton. |
| La Fayette | William Ahern | Shullsburg. |
| Manitowoc | Michael Kirwan | Manitowoc. |
| Marathon | Thomas Green | Wausau. |
| Marquette | Abraham Boynton | Westfield. |
| Milwaukee, 1st district | James F. Devine | Milwaukee. |
| Milwaukee, 2d district | James L. Foley | Butler. |
| Monroe | A. E. Howard | Sparta. |
| Oconto | Harding W. Gilkey | Oconto. |
| Outagamie | D. J. Brothers | Kaukauna. |
| Ozaukee | John T. Whitford | Grafton. |
| Pepin | D. F. Reid | Pepin. |
| Pierce | Charles Smith | Prescott. |
| Polk | Charles E. Mears | Osceola Mills. |
| Portage | J. H. Felch | Amherst. |
| Racine | Lyman Earle | Honey Creek. |
| Richland | George W. Putnam | Forest. |
| Rock, 1st district | J. W. Harris | Evansville. |
| Rock, 2d district | C. M. Treat | Clinton. |
| St. Croix | E. S. Reed | River Falls, Pierce Co. |
| Sauk | Charles F. Viebahn | Sauk City. |
| Shawanaw | Z. C. Colborn | Shawanaw. |
| Sheboygan | William E. Cady | Sheboygan Falls. |
| Trempealeau | Amos Whiting | Trempealeau. |
| Vernon | John N. Wright | Bloomingdale. |
| Walworth | M. Montague | Allen's Grove. |
| Washington | Frederick Regenfuss | West Bend. |
| Waukesha | Wm. S. Green | Waukesha. |
| Waupaca | C. W. Packard | New London. |
| Waushara | Theodore S. Chipman | Berlin, Green Lake Co. |
| Winnebago | Samuel Shaw | Omro. |
| Wood | J. Q. Emery | Grand Rapids. |

*Table of statistical details of schools in Wisconsin, from report for* 1869.

| Counties. | SCHOOL-HOUSES, SITES, ETC. | | | | | | | | | | | | | PRIVATE SCHOOLS. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of school-houses in the county. | No. pupils school-houses will accommodate. | No. sites containing less than one acre. | No. sites well inclosed. | No. school-houses built of stone or brick. | No. with out-houses in good condition. | No. districts which have adopted text-books. | No. furnished with out-line maps. | No. jt. dists. with school-houses in the county. | Highest valuation of the school-house and site. | Cash value of school-houses in the county. | Cash value of sites. | Cash value of appartus. | No. of such schools in the county. | No. teachers engaged in such schools. | Av. No. days such school have been taught. | No. pupils registered who have not attended district school during year. | Average number in daily attendance. |
| Adams | 60 | 2, 409 | 49 | 3 | ..... | 30 | 20 | 11 | 21 | $850 00 | $11, 475 00 | $762 00 | $375 00 | ..... | ..... | ..... | ..... | ..... |
| Bayfield | 1 | 60 | 1 | 1 | ..... | 1 | 1 | 1 | ..... | 700 00 | ..... | 100 00 | 150 00 | ..... | ..... | ..... | ..... | ..... |
| Brown | 79 | 4, 841 | 56 | 21 | 6 | 69 | 34 | 8 | 7 | 23, 000 00 | 26, 512 00 | 9, 507 25 | 1, 487 50 | ..... | ..... | ..... | ..... | ..... |
| Buffalo | 58 | 2, 985 | 35 | 7 | 2 | 46 | 19 | 8 | 10 | 7, 600 00 | 22, 195 00 | 1, 745 00 | 1, 250 25 | ..... | ..... | ..... | ..... | ..... |
| Burnett | 2 | 105 | 1 | ..... | ..... | 2 | 2 | ..... | ..... | 1, 150 00 | 1, 600 00 | 100 00 | ..... | ..... | ..... | ..... | ..... | ..... |
| Calumut | 64 | 3, 244 | 50 | 13 | ..... | 44 | 34 | 19 | 9 | 2, 650 00 | 21, 250 00 | 1, 927 00 | 1, 168 50 | 2 | 2 | 198 | 25 | 80 |
| Chippewa | 39 | 1, 800 | 22 | 6 | ..... | 26 | 16 | 2 | 3 | 10, 000 00 | 16, 975 50 | 14, 945 50 | 288 50 | ..... | ..... | ..... | ..... | ..... |
| Clark | 18 | 895 | 14 | 2 | ..... | 12 | 7 | 2 | 2 | 800 00 | 5, 525 00 | 325 00 | 135 00 | ..... | ..... | ..... | ..... | ..... |
| Columbia | 152 | 8, 763 | 125 | 50 | 10 | 110 | 95 | 38 | 44 | 16, 000 00 | 71, 115 00 | 12, 583 00 | 2, 475 00 | 5 | 6 | 92 | 50 | 60 |
| Crawford | 87 | 4. 639 | 66 | 5 | 5 | 56 | 38 | 10 | 11 | 4, 000 00 | 25, 266 00 | 2, 737 00 | 1, 387 60 | 5 | 6 | 87 | 420 | 54 |
| Dane, 1st district | 124 | 6, 553 | 102 | 46 | 28 | 97 | 86 | 23 | 44 | 5, 500 00 | 61, 544 00 | 5, 588 00 | 1, 249 50 | 5 | 9 | 99 | 10 | 21 |
| Dane, 2d district | 120 | 7, 745 | 90 | 32 | 31 | 80 | 49 | 24 | 28 | 20, 000 00 | 107, 240 00 | 13, 023 00 | 4, 267 00 | 12 | 17 | 147 | 407 | 44 |
| Dodge, 1st district | 94 | 5, 155 | 81 | 10 | 15 | 62 | 50 | 15 | 22 | 10, 565 00 | 31, 845 49 | 3, 654 00 | 1, 269 00 | 19 | 14 | 191 | 728 | 1. 740 |
| Dodge, 2d district | 104 | 6, 015 | 90 | 36 | 10 | 85 | 73 | 17 | 35 | 6, 700 00 | 63, 730 00 | 10, 196 00 | 1, 828 00 | 3 | 6 | 200 | ..... | 270 |
| Door | 34 | 1, 390 | 17 | 3 | ..... | 22 | 15 | 7 | 1 | 955 00 | 7, 027 00 | 1, 418 50 | 344 50 | 1 | 1 | ..... | ..... | ..... |
| Douglas | 2 | 95 | 2 | 1 | ..... | 2 | 2 | 1 | ..... | 700 00 | 800 00 | 5 0 00 | 16 50 | ..... | ..... | ..... | ..... | ..... |
| Dunn | 54 | 2, 465 | 30 | 3 | ..... | 35 | 14 | 4 | 7 | 16, 0 0 00 | 26, 444 00 | 1, 984 50 | 359 18 | ..... | ..... | ..... | ..... | ..... |
| Eau Claire | 41 | 2, 298 | 37 | 3 | ..... | 17 | 15 | 4 | 10 | 9, 367 00 | 24, 023 00 | 2, 647 50 | 335 00 | 3 | 3 | ..... | ..... | ..... |
| Fond du Lac | 174 | 10, 205 | 151 | 77 | 20 | 132 | 108 | ..... | ..... | 43, 250 00 | 110, 620 00 | 28, 680 50 | 2, 661 15 | 17 | 25 | 210 | 667 | 87 |
| Grant | 206 | 11, 511 | 128 | 36 | 35 | 153 | 65 | 27 | 40 | 16, 500 00 | 115, 521 00 | 11, 415 50 | 2, 386 00 | 5 | 10 | 180 | 81 | 34 |
| Green | 131 | 7, 992 | 87 | 40 | 31 | 91 | 52 | 28 | 31 | 15, 000 00 | 80, 963 00 | 5, 924 00 | 1, 378 00 | ..... | ..... | ..... | ..... | ..... |
| Green Lake | 72 | 3, 895 | 62 | 11 | 6 | 50 | 25 | 11 | 26 | 25, 900 00 | 62, 405 00 | 4, 187 00 | 638 00 | ..... | ..... | ..... | ..... | ..... |
| Iowa | 122 | 7, 026 | 89 | 19 | 22 | 76 | 46 | 18 | 15 | 2, 800 00 | 45, 403 00 | 5, 263 00 | 1, 418 00 | 2 | 4 | 190 | 180 | 150 |
| Jackson | 48 | 2, 049 | 30 | 6 | ..... | 33 | 16 | 6 | 8 | 2, 100 00 | 13, 690 00 | 1, 293 00 | 480 00 | ..... | ..... | ..... | ..... | ..... |
| Jefferson | 126 | 9, 100 | 114 | 27 | 50 | 93 | 82 | 25 | 41 | 19, 000 00 | 115, 786 00 | 13, 996 00 | 2, 726 00 | 16 | 21 | 237 | 1, 350 | 229 |
| Juneau | 83 | 4, 261 | 71 | 8 | ..... | 60 | 34 | 12 | 16 | 9, 950 00 | 35, 194 00 | 4, 446 00 | 772 75 | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Marquette | 57 | 2,902 | 48 | 6 | ..... | 35 | 17 | 1 | 17 | 3,000 00 | 13,345 00 | 767 00 | 264 22 | ..... | ..... | ..... | ..... | ..... | |
| Milwaukee, 1st district | 35 | 2,370 | 34 | 13 | 6 | 28 | 23 | 26 | 7 | 3,300 00 | 18,437 60 | 2,569 00 | 1,004 12 | 14 | 95 | 185 | 160 | 26 | |
| Milwaukee, 2d district | 52 | 2,103 | 51 | 32 | 18 | 46 | 43 | 42 | 2 | 35,000 00 | 240,211 45 | 58,925 00 | 26,817 00 | 46 | 154 | ..... | 6,450 | ..... | |
| Monroe | 110 | 5,634 | 90 | 14 | 1 | 63 | 40 | 19 | 25 | 16,000 00 | 40,391 00 | 4,028 00 | 755 00 | ..... | ..... | ..... | ..... | ..... | |
| Oconto | 27 | 1,661 | 21 | 8 | ..... | 27 | 12 | 10 | ..... | 3,600 00 | 20,332 00 | 3,196 75 | 602 00 | 1 | 2 | ..... | ..... | ..... | |
| Outagamie | 87 | 5,141 | 79 | 34 | 2 | 67 | 55 | 19 | 9 | 11,000 00 | 48,273 00 | 11,482 00 | 1,289 66 | 4 | 4 | ..... | ..... | ..... | |
| Ozaukee | 59 | 4,674 | 52 | 14 | 22 | 45 | 36 | 25 | 9 | 5,000 00 | 35,429 00 | 4,647 00 | 2,187 00 | 12 | 11 | 278 | 1,039 | 121 | |
| Pepin | 29 | 1,340 | 25 | 2 | 1 | 24 | 6 | 2 | 6 | 1,0 0 00 | 11,577 00 | 1,015 00 | 211 00 | 7 | 12 | 433 | 230 | 51 | |
| Pierce | 63 | 3,213 | 55 | 7 | ..... | 47 | 26 | 13 | 18 | 4,200 00 | 28,469 00 | 2,103 00 | 822 50 | 1 | 1 | 60 | 14 | ..... | |
| Polk | 29 | 962 | 18 | 5 | ..... | 14 | 10 | 5 | 2 | 1,800 00 | 8,965 00 | 777 00 | 292 00 | ..... | ..... | ..... | ..... | ..... | |
| Portage | 75 | 3,325 | 49 | 19 | ..... | 55 | 36 | 5 | 15 | 4,300 00 | 27,695 00 | 2,358 00 | 400 00 | 3 | 3 | 195 | 24 | ..... | |
| Racine | 75 | 5,496 | 69 | 35 | 11 | 52 | 49 | 34 | 21 | 6,275 00 | 88,575 00 | 5,718 00 | 1,739 00 | 12 | 16 | 130 | 548 | 43 | |
| Richland | 121 | 5,816 | 93 | 8 | ..... | 53 | 22 | 7 | 24 | 2,800 00 | 27,520 00 | 2,694 00 | 433 00 | 1 | 1 | ..... | ..... | 169 | |
| Rock, 1st district | 89 | 6,495 | 69 | 37 | 40 | 70 | 52 | 12 | 22 | 50,000 00 | 148,576 00 | 15,452 00 | 811 50 | 6 | 9 | 88 | 18 | 18 | |
| Rock, 2d district | 84 | 4,731 | 68 | 35 | 19 | 60 | 62 | 21 | 35 | 7,000 00 | 71,800 00 | 16,405 00 | 3,134 50 | 6 | 6 | 496 | 70 | 16 | |
| St. Croix | 66 | 3,056 | 39 | 20 | 1 | 49 | 44 | 16 | 18 | 2,200 00 | 37,438 00 | 5,781 00 | 820 00 | ..... | ..... | ..... | ..... | ..... | |
| Sauk | 159 | 7,903 | 124 | 20 | 12 | 83 | 61 | 25 | 32 | 6,875 00 | 58,152 00 | 5,159 18 | 1,256 10 | 4 | 6 | 150 | 125 | 45 | |
| Shawanaw | 18 | 620 | 14 | ..... | 1 | 11 | 4 | ..... | 3 | 1,500 00 | 2,335 00 | 115 00 | 5 00 | ..... | ..... | ..... | ..... | ..... | |
| Sheboygan | 118 | 8,884 | 109 | 28 | 5 | 92 | 67 | 30 | 24 | 5,100 00 | 60,686 00 | 9,318 00 | 2,082 56 | 12 | 15 | 232 | ....878 | 67 | |
| Trempealeau | 59 | 2,170 | 42 | 9 | 1 | 45 | 30 | 7 | 5 | 6,000 00 | 53,932 00 | 2,015 00 | 438 00 | 6 | 6 | 66 | ..... | 20 | |
| Vernon | 127 | 5,884 | 109 | 6 | 1 | 89 | 27 | 9 | 23 | 8,000 00 | 31,241 00 | 2,294 00 | 842 00 | ..... | ..... | ..... | ..... | ..... | |
| Walworth | 131 | 8,338 | 111 | 51 | 25 | 88 | 71 | 30 | 37 | 20,000 00 | 113,620 00 | 9,452 00 | 1,374 70 | 6 | 11 | 160 | 150 | 100 | |
| Washington | 99 | 7,776 | 96 | 9 | 29 | 71 | 55 | 10 | 25 | 4,800 00 | 49,280 00 | 5,125 00 | 2,698 00 | 7 | 8 | 269 | 253 | 65 | |
| Waukesha | 120 | 7,941 | 89 | 37 | 30 | 59 | 80 | 45 | 45 | 8,500 00 | 84,935 00 | 11,213 00 | 1,858 00 | 9 | 14 | 159 | 170 | 51 | |
| Waupaca | 82 | 4,309 | 68 | 21 | 2 | 35 | 46 | 17 | 21 | 11,000 00 | 38,372 00 | 3,755 00 | 535 75 | 2 | 2 | ..... | ..... | ..... | |
| Waushara | 90 | 3,418 | 74 | 10 | ..... | 62 | 47 | 6 | 26 | 2,100 00 | 22,271 00 | 1,984 25 | 376 00 | ..... | ..... | ..... | ..... | ..... | |
| Winnebago | 115 | 9,378 | 93 | 38 | 14 | 88 | 70 | 39 | 33 | 65,000 00 | 153,645 00 | 26,616 00 | 2,967 00 | 12 | 16 | 90 | 510 | 133 | |
| Wood | 21 | 1,234 | 19 | 3 | ..... | 16 | 10 | 2 | ..... | 2,000 00 | 6,925 00 | 1,225 00 | 195 00 | ..... | ..... | ..... | ..... | ..... | |
| **Total** | 4,742 | 274,022 | 3,709 | 1,131 | 545 | 3,227 | 2,325 | 931 | 1,008 | 65,000 00 | 2,994,492 44 | 392,553 93 | 95,079 34 | 291 | 475 | 179 | 15,389 | 153 | |

*Statistics of schools for Wisconsin*—Continued.

| Counties. | RECEIPTS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Money on hand August 31, 1868. | From taxes levied for building and repairing. | From taxes levied for teachers' wages. | From taxes levied for apparatus and library. | From taxes levied at annual town meeting. | From taxes levied by county supervisors. | From income of State school fund. | From all other sources. | Total amount received during year. |
| Adams | $1,822 63 | $1,428 57 | $4,748 65 | $77 00 | $840 26 | $757 48 | $956 86 | $791 47 | $11,422 92 |
| Bayfield | 82 08 | 25 00 | 124 00 | ..... | 220 82 | 10 00 | 62 98 | ..... | 524 88 |
| Brown | 5,395 35 | 5,347 51 | 17,439 11 | 766 60 | 3,299 10 | 3,143 15 | 3,554 55 | 787 85 | 44,194 44 |
| Buffalo | 7,466 83 | 2,808 53 | 10,790 20 | 139 33 | 3,415 01 | 1,273 27 | 718 90 | 2,369 56 | 28,983 63 |
| Burnett | ..... | 428 00 | 281 00 | ..... | 115 45 | 53 02 | 44 18 | ..... | 921 65 |
| Calumet | 3,539 40 | 5,566 14 | 9,546 63 | 183 97 | 266 03 | 1,831 72 | 1,979 68 | 1,472 94 | 24,386 51 |
| Chippewa | 2,491 21 | 1,041 75 | 7,777 38 | 61 45 | 951 05 | 422 85 | 492 55 | 1,487 80 | 14,725 74 |
| Clark | 1,928 95 | 1,320 00 | 3,238 32 | ..... | 1,662 07 | 584 77 | 305 38 | 882 20 | 8,796 15 |
| Columbia | 9,931 12 | 11,990 66 | 22,490 86 | 315 41 | 6,581 41 | 4,339 23 | 5,626 75 | 5,889 51 | 66,096 81 |
| Crawford | 5,222 73 | 3,434 40 | 16,273 41 | 63 25 | 580 26 | 2,470 10 | 2,209 92 | 2,571 65 | 32,825 72 |
| Dane, 1st district | 5,650 31 | 11,011 02 | 16,953 14 | 238 93 | 2,666 64 | 3,376 81 | 4,022 47 | 5,234 72 | 47,687 55 |
| Dane, 2d district | 6,494 79 | 13,431 44 | 29,657 16 | 1,495 09 | 986 47 | 5,284 40 | 5,222 72 | 5,308 59 | 64,527 17 |
| Dodge, 1st district | 3,962 88 | 2,819 01 | 11,000 23 | 126 18 | 3,565 47 | 4,796 67 | 4,351 46 | 1,194 71 | 31,885 28 |
| Dodge, 2d district | 7,667 22 | 7,937 82 | 20,404 97 | 142 16 | 5,300 77 | 3,408 72 | 3,816 76 | 2,698 41 | 50,399 65 |
| Door | 2,721 96 | 1,450 70 | 5,293 73 | 56 56 | 299 53 | 353 71 | 451 37 | 1,277 96 | 11,908 52 |
| Douglas | 1,977 63 | 1,400 00 | 1,850 00 | ..... | ..... | ..... | 97 44 | 1,137 23 | 6,462 10 |
| Dunn | 7,295 91 | 7,203 97 | 11,051 69 | 565 32 | 1,351 95 | 835 75 | 869 03 | 1,198 70 | 30,082 52 |
| Eau Claire | 3,635 00 | 7,602 18 | 9,651 33 | 25 00 | 778 25 | 526 93 | 784 15 | 1,843 08 | 24,884 79 |
| Fond du Lac | 25,746 30 | 8,106 75 | 30,617 61 | 268 94 | 2,847 20 | 22,583 85 | 30,952 36 | 3,566 55 | 104,749 94 |
| Grant | 14,625 15 | 17,115 62 | 38,815 89 | 505 56 | 8,430 34 | 5,525 10 | 6,403 99 | 25,061 02 | 116,412 50 |
| Green | 5,017 48 | 7,720 01 | 25,621 29 | 456 95 | 929 66 | 3,601 43 | 3,977 16 | 5,775 54 | 53,098 06 |
| Green Lake | 2,180 75 | 5,480 06 | 14,813 94 | 1,035 00 | ..... | 2,021 26 | 2,236 65 | 9,414 31 | 35,888 20 |
| Iowa | 7,381 54 | 12,909 90 | 20,047 62 | 158 67 | 5,298 32 | 3,977 19 | 4,602 10 | 2,670 13 | 57,899 77 |
| Jackson | 2,114 48 | 3,447 42 | 7,674 88 | 2 00 | 1,068 78 | 863 29 | 1,136 37 | 1,278 87 | 18,753 61 |
| Jefferson | 7,736 75 | 14,102 69 | 20,635 17 | 262 40 | 5,950 09 | 4,928 07 | 7,603 33 | 6,618 34 | 61,428 47 |
| Juneau | 4,486 83 | 6,153 34 | 16,089 65 | 2,270 00 | 950 39 | 2,149 07 | 1,999 47 | 1,437 04 | 35,533 79 |
| Kenosha | 2,541 32 | 2,430 58 | 12,946 73 | 25 00 | 2,068 78 | 6,392 61 | 2,450 72 | 1,670 55 | 30,010 00 |
| Kewaunee | 3,234 75 | 2,003 74 | 7,824 54 | 279 73 | 577 47 | 1,282 68 | 1,302 82 | 808 71 | 17,133 03 |
| La Crosse | 8,282 18 | 5,980 61 | 12,024 51 | 3 50 | 10,369 93 | 2,437 79 | 2,391 69 | 2,200 49 | 43,690 70 |
| La Fayette | 4,568 92 | 16,050 33 | 20,214 37 | 222 25 | 1,198 62 | 3,181 97 | 3,615 24 | 3,787 36 | 53,185 58 |
| Manitowoc | 20,250 77 | 2,711 16 | 25,542 35 | 352 65 | 1,182 78 | 9,609 08 | 6,068 59 | 1,051 98 | 66,705 66 |
| Marathon | 2,064 87 | 1,634 70 | 12,062 53 | 998 00 | 1,114 21 | 1,044 71 | 451 91 | 2,283 30 | 18,134 28 |
| Marquette | 1,744 69 | 1,731 04 | 7,105 48 | 183 64 | 312 50 | 1,070 78 | 1,315 68 | 1,038 71 | 14,503 50 |
| Milwaukee, 1st district | 3,882 20 | 3,456 03 | 3,631 44 | 45 00 | 1,553 77 | 3,911 20 | 1,545 70 | 2,970 19 | 20,000 43 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Milwaukee, 2d district | 3,856 71 | 3,691 06 | 51,077 97 | 360 20 | ..... | 37,317 93 | 12,779 63 | [illegible] | 44,780 16 |
| Monroe | 9,681 60 | 10,643 16 | 14,596 95 | 136 13 | 886 77 | 2,137 05 | 2,198 77 | 3,255 43 | 15,920 00 |
| Oconto | 2,854 62 | 1,210 14 | 5,770 00 | 50 00 | 1,372 77 | 129 85 | 161 77 | 4,370 85 | 36,659 96 |
| Outagamie | 6,283 70 | 3,966 98 | 16,810 82 | 349 49 | 1,503 09 | 3,942 16 | 1,784 59 | 2,019 13 | 31,229 28 |
| Ozaukee | 5,460 86 | 8,582 76 | 7,872 14 | 61 22 | 3,412 85 | 3,350 66 | 3,344 92 | 490 66 | 12,428 81 |
| Pepin | 1,106 44 | 1,751 16 | 5,139 42 | 90 00 | 144 76 | 346 44 | 584 68 | 1,933 66 | 31,192 79 |
| Pierce | 5,160 67 | 7,354 11 | 14,641 06 | 672 56 | 418 79 | 257 64 | 1,128 27 | 4,206 82 | 32,698 25 |
| Portage | 3,737 63 | 4,465 14 | 14,016 02 | 97 12 | 443 68 | 812 08 | 1,097 71 | 2,327 93 | 64,520 32 |
| Racine | 3,419 37 | 10,013 28 | 14,978 28 | 160 67 | 15,049 40 | 3,778 30 | 4,321 39 | 8,549 18 | 31,607 97 |
| Richland | 4,240 21 | 5,603 30 | 13,497 86 | 176 30 | 755 78 | 2,269 02 | 2,475 49 | 2,704 57 | 47,131 61 |
| Rock, 1st district | 2,557 72 | 7,205 76 | 18,004 44 | 90 00 | 1,546 00 | 5,411 19 | 3,911 87 | 8,799 75 | 67,927 58 |
| Rock, 2d district | 7,204 59 | 6,662 42 | 14,693 19 | 152 55 | 9,796 91 | 5,289 17 | 2,738 60 | 25,239 82 | 24,536 31 |
| St. Croix | 4,592 47 | 2,173 97 | 8,633 19 | 273 63 | 1,174 43 | 799 67 | 929 22 | 6,353 82 | 73,220 49 |
| Sauk | 16,999 68 | 14,530 57 | 24,317 67 | 181 79 | 1,410 07 | 2,915 37 | 3,612 50 | 6,759 19 | 3,056 04 |
| Shawanaw | 623 51 | 491 68 | 1,397 00 | 60 00 | 392 03 | 134 11 | 228 62 | 198 93 | 53,165 35 |
| Sheboygan | 6,177 37 | 4,634 36 | 25,580 36 | 561 21 | 2,334 10 | 5,833 82 | 5,358 36 | 1,831 95 | 16,138 12 |
| Trempealeau | 3,996 16 | 3,863 32 | 12,193 97 | 68 00 | 3,646 67 | 694 54 | 807 89 | 2,603 01 | 45,295 62 |
| Vernon | 6,156 99 | 3,441 34 | 17,494 59 | 1,546 60 | 518 28 | 3,663 88 | 2,895 03 | 9,578 91 | 80,979 53 |
| Walworth | 6,186 47 | 19,811 25 | 33,949 92 | 261 58 | 7,475 32 | 3,074 05 | 5,296 05 | 4,271 62 | 44,851 79 |
| Washington | 3,922 44 | 14,631 35 | 10,209 34 | 164 00 | 3,562 97 | 4,853 26 | 4,738 65 | 2,769 78 | 50,680 03 |
| Waukesha | 7,386 22 | 8,416 15 | 22,821 12 | 191 60 | 1,327 00 | 3,978 58 | 4,809 74 | 3,356 81 | 36,999 06 |
| Waupaca | 7,267 69 | 6,739 31 | 15,574 42 | 21 72 | 696 72 | 1,825 66 | 2,227 25 | 2,814 70 | 23,518 74 |
| Waushara | 3,350 76 | 2,355,75 | 11,768 39 | 38 40 | 432 56 | 1,346 31 | 1,646 49 | 2,459 75 | 105,576 11 |
| Winnebago | 19,914 80 | 23,777 40 | 37,131 04 | 2,034 79 | 727 59 | 11,476 29 | 6,007 43 | 4,506 77 | 9,520 52 |
| Wood | 425 73 | 876 98 | 6,357 37 | ..... | 1,068 91 | 128 50 | 471 94 | 516 82 | |
| Total | 336,302 39 | 375,582 38 | 892,756 34 | 17,895 01 | 136,830 83 | 213,810 59 | 189,371 89 | 219,777 09 | 2,334,337 94 |

*Statistics of schools in Wisconsin*—Continued.

| Counties. | DISBURSEMENTS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | For building and repairing. | For apparatus and library. | For services of male teachers. | For services of female teachers. | For old indebtedness. | For furniture, register, and records. | For all other purposes. | Total amount paid out during the year. | Money on hand August 31, 1868. |
| Adams | $1,526 67 | $99 25 | $2,029 13 | $4,443 84 | $413 40 | $97 58 | $609 04 | $9,218 92 | $2,204 00 |
| Bayfield | 5 00 | | 500 00 | | | | | 505 00 | 19 88 |
| Brown | 5,848 55 | 32 00 | 6,161 12 | 16,701 27 | 1,171 13 | 1,112 65 | 2,226 45 | 33,009 09 | 11,211 40 |
| Buffalo | 3,733 32 | 81 78 | 7,598 00 | 4,005 50 | 886 57 | 480 32 | 6,771 78 | 23,557 27 | 5,426 36 |
| Burnett | 128 65 | | | 330 00 | 390 25 | | 27 00 | 875 90 | 45 75 |
| Calumet | 4,114 42 | 122 77 | 6,282 77 | 6,040 76 | 841 62 | 302 13 | 1,327 26 | 19,031 73 | 5,354 78 |
| Chippewa | 1,205 39 | 47 95 | 2,768 75 | 5,784 64 | 1,484 43 | 293 25 | 1,068 04 | 12,800 08 | 1,890 98 |
| Clark | 1,742 58 | 3 25 | 1,532 10 | 2,655 95 | 289 29 | 16 45 | 353 18 | 4,900 99 | 1,587 39 |
| Columbia | 13,765 10 | 319 89 | 14,448 90 | 22,580 58 | 2,009 88 | 1,254 91 | 7,603 31 | 61,186 16 | 6,752 45 |
| Crawford | 2,507 08 | 497 74 | 8,730 58 | 10,179 12 | 796 34 | 658 05 | 2,610 53 | 25,979 44 | 6,846 28 |
| Dane, 1st district | 10,198 00 | 246 08 | 11,786 50 | 14,080 47 | 2,585 61 | 648 44 | 5,028 98 | 42,596 56 | 6,088 09 |
| Dane, 2d district | 12,158 30 | 262 12 | 11,544 86 | 24,219 34 | 2,227 72 | 1,017 93 | 7,932 91 | 59,668 93 | 9,176 45 |
| Dodge, 1st district | 2,607 93 | 106 86 | 9,310 84 | 11,553 38 | 631 10 | 306 83 | 2,713 66 | 27,820 27 | 4,468 29 |
| Dodge, 2d district | 10,620 60 | 184 01 | 11,598 95 | 15,255 19 | 1,974 79 | 675 96 | 5,376 19 | 47,215 24 | 4,537 09 |
| Door | 1,334 05 | 50 90 | 2,400 84 | 3,064 82 | 755 85 | 339 11 | 1,021 13 | 8,966 70 | 2,941 82 |
| Douglas | 206 99 | | 761 28 | 732 45 | | 13 10 | 340 66 | 2,054 47 | 4,408 62 |
| Dunn | 8,989 53 | 30 68 | 4,214 19 | 7,422 36 | 1,262 46 | 717 55 | 1,475 04 | 23,947 22 | 6,185 68 |
| Eau Claire | 9,978 34 | | 4,597 00 | 9,239 94 | 480 27 | 97 47 | 1,615 92 | 20,864 99 | 3,981 21 |
| Fond du Lac | 21,028 33 | 222 40 | 15,814 30 | 39,517 56 | 3,214 36 | 1,722 86 | 11,519 78 | 90,406 14 | 12,665 80 |
| Grant | 24,732 35 | 340 93 | 20,486 03 | 19,166 51 | 4,065 25 | 3,311 00 | 8,641 50 | 92,199 52 | 24,212 98 |
| Green | 7,293 65 | 332 05 | 13,196 82 | 16,880 50 | 3,624 48 | 565 80 | 5,778 76 | 47,674 06 | 5,424 00 |
| Green Lake | 8,284 84 | 3,898 31 | 7,594 04 | 9,489 83 | 588 98 | 195 97 | 1,632 23 | 20,141 19 | 4,346 09 |
| Iowa | 9,464 49 | 427 16 | 13,393 18 | 19,562 98 | 1,033 58 | 544 98 | 5,701 41 | 54,037 72 | 6,551 39 |
| Jackson | 2,437 69 | 142 52 | 3,276 05 | 6,500 20 | 909 88 | 108 79 | 1,392 73 | 14,624 30 | 3,417 61 |
| Jefferson | 14,484 03 | 207 03 | 14,265 85 | 21,771 80 | 2,390 98 | 1,059 55 | 5,739 03 | 60,163 67 | 8,346 37 |
| Juneau | 8,827 52 | 109 75 | 8,446 00 | 9,555 31 | 783 56 | 137 69 | 2,650 05 | 30,514 88 | 5,018 91 |
| Kenosha | 2,484 02 | 3 25 | 5,793 00 | 12,359 05 | 555 22 | 162 65 | 1,941 57 | 25,217 45 | 4,798 55 |
| Kewaunee | 1,253 62 | 74 67 | 3,460 00 | 4,198 29 | 649 54 | 807 36 | 1,194 94 | 11,667 11 | 5,841 13 |
| La Crosse | 6,411 76 | 31 50 | 9,181 25 | 12,021 00 | 567 15 | 1,295 65 | 5,276 59 | 34,855 90 | 8,831 80 |
| La Fayette | 9,989 59 | 121 07 | 11,895 07 | 13,854 35 | 2,117 51 | 1,342 79 | 5,418 98 | 45,270 82 | 8,074 94 |
| Manitowoc | 4,271 48 | 154 54 | 17,639 75 | 13,466 62 | 1,595 07 | 522 66 | 4,889 31 | 42,538 31 | 24,0 9 44 |
| Marathon | 1,774 88 | 433 90 | 5,183 85 | 3,716 36 | 806 30 | 156 42 | 1,830 69 | 14,411 52 | 5,397 54 |
| Marquette | 1,735 95 | | 2,981 50 | 5,819 22 | 464 30 | 1,263 19 | 913 04 | 13,187 40 | 1,316 12 |
| Milwaukee, 1st district | 4,692 68 | 116 24 | 4,189 36 | 4,685 79 | 239 40 | 427 05 | 1,164 14 | 15,514 06 | 4,581 77 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Monroe | 11,533 47 | 160 10 | 6,167 00 | 13,296 10 | 1,701 74 | 1,323 88 | 16,404 98 | 99,614 11 | 9,551 98 |
| Oconto | 5,596 62 | 22 90 | 3 629 00 | 4,628 87 | 148 50 | 173 87 | 644 71 | 14,841 47 | 1,075 53 |
| Outagamie | 2,661 34 | 128 00 | 5,862 30 | 15,460 85 | 1,807 55 | 1,045 30 | 3,384 31 | 30,349 [illegible] | 6,310 51 |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Pepin | 6,645 44 | 395 23 | 13,289 53 | 2,814 87 | 1,391 08 | 351 31 | 1,146 07 | 26,049 28 | 6,072 79 |
| Pierce | 2,765 87 | 45 25 | 2,104 60 | 3,750 38 | 588 78 | 206 56 | 805 40 | 9,451 37 | 2,313 53 |
| Portage | [illegible] | 433 00 | 6,617 00 | 8,441 83 | 1,669 00 | 921 02 | 2,787 25 | 28,971 83 | 4,077 68 |
| Racine | 4,132 14 | 60 70 | 5,141 86 | 10,701 26 | 1,349 05 | 522 24 | 1,476 08 | 23,167 40 | 3,153 51 |
| Richland | 20,920 70 | 73 00 | 9,657 28 | 20,398 06 | 764 86 | 388 63 | 4,774 84 | 58,624 74 | 2,967 69 |
| Rock, 1st district | 3,472 92 | 81 40 | 7,907 65 | 9,764 64 | 1,235 41 | 636 36 | 1,883 43 | 24,988 26 | 6,619 71 |
| Rock, 2d district | 14,147 92 | 76 30 | 6,569 00 | 10,684 19 | 1,539 61 | 424 50 | 3,987 56 | 42,578 52 | 4,948 34 |
| St. Croix | 16,870 53 | 66 80 | 7,338 00 | 12,792 10 | 4,196 89 | 1,179 56 | 4,067 96 | 52,424 06 | 14,435 80 |
| Sauk | 2,698 40 | 204 97 | 4,916 00 | 7,671 15 | 1,526 99 | 431 27 | 3,051 92 | 22,271 84 | 3,953 76 |
| Shawanaw | 26,673 62 | 197 46 | 10,567 68 | 20,427 90 | 2,042 09 | 492 19 | 4,231 06 | 64,541 81 | 7,723 12 |
| Sheboygan | 332 96 | 24 67 | 663 00 | 1,279 00 | 525 58 | 39 00 | 343 39 | 2,914 54 | 599 66 |
| Trempealeau | 6,423 23 | 220 95 | 12,507 67 | 19,637 01 | 1,991 10 | 2,128 36 | 3,955 41 | 48,425 94 | 6,868 12 |
| Vernon | 6,360 65 | 36 00 | 4,641 76 | 7,364 88 | 83 74 | 329 40 | 1,465 11 | 17,982 70 | 3,593 91 |
| Walworth | 7,909 23 | 101 02 | 8,756 44 | 10,984 65 | 5,869 31 | 676 13 | 2,281 92 | 36,578 70 | 8,706 92 |
| Washington | 18,656 05 | 98 15 | 15,430 08 | 26,467 09 | 4,653 08 | 466 80 | 8,347 04 | 73,081 14 | 9,171 14 |
| Waukesha | 10,720 73 | 94 03 | 14,197 00 | 8,334 01 | 2,635 27 | 129 37 | 2,206 24 | 38,266 65 | 6,752 91 |
| Waupaca | 5,922 46 | 74 29 | 13,103 35 | 15,956 26 | 3,401 04 | 643 18 | 4,709 70 | 43,840 10 | 6,688 44 |
| Waushara | 8,112 37 | 10 72 | 5,152 83 | 13,725 75 | 1,790 31 | 327 34 | 2,891 98 | 32,021 51 | 4,976 37 |
| Winnebago | 2,158 43 | 34 05 | 4,659 11 | 10,157 37 | 496 09 | 299 90 | 1,806 37 | 21,388 91 | 3,849 66 |
| Wood | 35,256 00 | 21 25 | 16,737 94 | 27,687 42 | 1,028 71 | 2,133 29 | 8,623 98 | 91,488 59 | 14,087 52 |
| | 738 50 | ..... | 2,171 00 | 3,924 50 | 431 29 | 17 00 | 1,417 86 | 8,800 15 | 1,146 10 |
| Total | 456,503 77 | 11,410 81 | 520,978 02 | 673,007 42 | 85,067 77 | 37,440 78 | 203,067 65 | 1,985,761 59 | 363,466 69 |

# DISTRICT OF COLUMBIA.

There are, unfortunately, four distinct school organizations in the District of Columbia, namely, for the white schools of the city of Washington, of Georgetown, and of the county outside of the two cities, and for the colored schools of the county, embracing those of the county outside, as well as those within the two cities.

## WASHINGTON.

This city is divided for purposes of school organization for white schools into four districts; the first, including the First and Second wards; the second, the Third and Fourth wards; the third, the Fifth and Sixth wards; the fourth, the Seventh ward.

Three trustees are appointed by the mayor, with the advice and consent of the board of aldermen, on or about the first Monday in October, annually, for each school district, who, with the mayor as president, constitute the board of trustees for the management of all the public schools. The trustees appoint the teachers, and change them at pleasure; prescribe studies and books to be used, and do all business pertaining to the schools, subject to the laws of the corporation. For practical supervision the board is divided into as many sub-boards as there are districts, who meet at least once a month for business pertaining to the schools, their action being subject to the revision and control of the board. The trustees make estimates of the necessary expenses for carrying on the schools, which are furnished to the city councils, whose duty it is, by law, to provide for the payment of the same out of the school fund, and when that is insufficient, out of the general fund. The mayor also appoints a secretary of the board of trustees, with an annual salary of $200; and also a treasurer to make the disbursements for the schools, and keep the accounts. His salary is $800. The secretary and treasurer attend the meetings of the trustees, but have no vote.

*Grades of schools.*— The trustees must classify all the public schools into four grades: primary, secondary, intermediate and grammar.

*Pupils*—White children, between six and seventeen years of age, whose parents are bona fide citizens of Washington, shall be admitted. The trustees may furnish necessary books to indigent pupils; the male and female pupils are, as far as possible, to be kept separate during school hours, and to have separate places of recreation.

*Night schools* may be established—one in each district—for four consecutive months in each year.

### CITY SUPERINTENDENT.

In May, 1869, the office of superintendent of public schools was created, with a salary of $2,500. The act provides for the appointment of the superintendent annually, and prescribes his duties, among others, that at all meetings of the board of trustees he shall preside, in the absence of the mayor, and shall be entitled to vote on all questions coming before the board.

### SCHOOLS AND TEACHERS.

There were, in August, 1870, primary schools, 61; secondary, 32; intermediate, 16—8 male and 8 female; grammar, 8—4 male and 4 female; total, 117. The whole number of teachers was 119, including two male assistants in the grammar schools. The principals and the two assistants in the male grammar schools were the only male teachers. The salaries of the principals of the male grammar schools are, one, $1,650, one, $1,700, and two, $2,000. The female principals of female grammar schols receive from $1,050 to $1,100.

### GERMAN LANGUAGE, AND MUSIC.

In May 1869, the trustees were authorized to employ competent teachers of the German language for each of the grammar schools, provided no teacher should be furnished for a class of less than 15 pupils. The salary of each teacher employed is fixed at the rate of $1,200. In September, 1869, provision was made for the employment of two music teachers instead of one, with a salary of $1,200 each.

### SEATS AND PUPILS.

The whole number of seats for pupils, in all the schools, is 6,856; the whole number enrolled for the year ending June 30, 1870, was 10,247; the average number on the roll, 5,888; the average number in daily attendance, 5,418; number present at examination, 5,395.

### APPROPRIATIONS.

The appropriations for the year ending June 30, 1870, were, for salaries, $10825; for care of rooms, rent, fuel, and contingent expenses, including furniture for Franklin

school building, and expense of trustees in furnishing school books, and printing, $76,600; total, $183,425.

### JOINT RESOLUTION OF THE CITY COUNCILS.

In May 1870, the city councils passed a joint resolution: "That the Senate Committee on the District be respectfully and earnestly requested to report and secure, if possible, the passage of a bill for the reorganization of the public schools in the District of Columbia, and give us one common school system, by which all children can be educated, regardless of their color, to be governed by one board of trustees." Of this resolution, with its preamble, the mayor was respectfully requested to send a copy to the chairman of the Senate District Committee.

### COLORED SCHOOLS OF WASHINGTON AND GEORGETOWN.

These schools were instituted under authority of an act of Congress passed May 21, 1862, and amended July 11th of the same year; also, acts of July 25, 1864, and July 23, 1866. The second of these acts provided for a board of trustees, consisting of three persons, appointed by the Secretary of the Interior, each for the term of three years, and serving without compensation, to whom is confided the duty of initiating and conducting "a system of primary schools for the education of colored children" in the cities of Washington and Georgetown. The funds for the support of the schools are furnished by the corporations of the two cities, who, by the act last cited, are required "to pay over to the trustees of colored schools of said cities such a proportionate part of all moneys received or expended for school or educational purposes in said cities, including the cost of sites, buildings, improvements, furniture and books, and all other expenditures on account of schools, as the colored children between the ages of six and seventeen years in the respective cities bear to the whole number of children, white and colored, between the same ages."

It was not until the year 1867 that these trustees obtained sufficient funds to undertake the establishment of any considerable number of schools. Previously to that time, for about three years, from 60 to 80 colored schools had been maintained at a large expense by various benevolent associations in the northern States.

According to the census of 1867, taken under the direction of the Bureau of Education, the colored population of Washington and Georgetown was as follows:

| | |
|---|---|
| Washington | 31,397 |
| Georgetown | 3,284 |
| Total | 34,681 |

An increase of 22,333 over the number in 1860.

The number of colored children between the ages of six and seventeen was—

| | |
|---|---|
| In Washington | 8,391 |
| In Georgetown | 894 |
| Total | 9,285 |

Increase since 1860, in Washington, 4,192.

From the last published statement of the board of trustees, it appears that there were 65 schools in operation at the close of the school year ending June 30, 1870, with an attendance of from 3,250 to 3,500 pupils. The permanent school buildings under the control of the board would seat about 3,000 pupils.

The results of the census of 1870, not yet made public, will probably show little, if any, falling off from the numbers given above. In that case, the painful fact will appear that an army of *between five and six thousand children*, of this one class alone, is growing up as it were within the shadow of the Capitol of the nation, to swell the ranks of the illiterate and untrained.

From the statement already quoted, it appears that the receipts of the board of trustees, for the year ending June 30, 1870, were $72,613 30; expenditures for same period, $68,667 15. The school property held by them, in buildings, lots, and furniture is valued at $100,000.

E. A. NEWTON, superintendent of colored schools.

### PRIVATE SCHOOLS.

The following statement, kindly furnished the Bureau under date October 5, 1870, by J. Russell Barr, esq., through Geo. F. McClellan, esq., gives the results of his examination of the means of education afforded in the city of Washington, and is believed by him to be nearly correct:

| | White schools. | Colored schools. |
|---|---|---|
| Whole number of schools | 62 | 10 |
| Number of male teachers | 50 | 4 |
| Number of female teachers | 124 | 8 |
| Number of male pupils | 1,715 | 203 |
| Number of female pupils | 2,194 | 264 |
| Number of charity schools | 5 | 2 |
| Number of male teachers | 7 | 1 |
| Number of female teachers | 11 | 2 |
| Number of male pupils | 1,085 | 77 |
| Number of female pupils | 710 | 61 |

## *Summary of latest statistics.*

### WHITE PUBLIC SCHOOLS OF WASHINGTON.

The report of the public schools of Washington for the month ended September 30, 1870, furnished the following exhibit:

| | |
|---|---|
| Number of pupils who were such at the close of the last year and returned before 12 o'clock m. on the first day of the session | 4,616 |
| Number admitted by transfer | 2,365 |
| Number admitted by ticket | 2,100 |
| Number transferred | 2,283 |
| Number withdrawn | 132 |
| Number of seats forfeited | 82 |
| Number dismissed | 25 |
| Number on the roll September 30 | 6,563 |
| Number of indigent pupils furnished with books | 363 |
| Number present every session | 3,338 |
| Number punctual every session | 2,922 |
| Number of pupils tardy | 1,032 |
| Number of cases of tardiness | 1,670 |
| Number of cases of corporal punishment | 118 |
| Number of pupils suspended | 66 |
| Number of days teachers were absent | 56 |
| Number of times teachers were tardy | 9 |
| Number of visits of trustees | 943 |
| Number of visits of superintendent | 220 |
| Number of visits of parents and others | 402 |
| Percentage of attendance | 95¼ |

The whole number of pupils on the roll September 30, 1869, was 5,751, and the number at the corresponding date the present year shows an increase of 812, which has been made principally in the primary and secondary grades. The whole number of schools in the city (the pupils in charge of each teacher being considered a school) is 119, with an average of 55 pupils to each school.

About one-half of the rooms in which the schools are located are owned by the city, and the other half rented. It is estimated that it would require $1,000,000 to supply the city properly with suitable school buildings well furnished.

Not one-half of the white school population—that is, the population between the ages of six and seventeen inclusive—can be accommodated in the public schools; but the number of applicants unable to gain admission is not large for the following reasons: 1st. A large number of the schools are kept in buildings and rooms which are not acceptable to many of the parents; 2d. There is an unusually large number of excellent private schools in the city; 3d. There is no public high school.

The entire assessed valuation of the city property, real and personal, is only $62,000,000.

The proportion of the population owning no property in the city and paying no taxes into the city treasury is very large, owing to the fact that there are so many persons temporarily residing here, in the employment of the United States Government. It is probable that one-third of the pupils in the public schools are children of parents belonging to this class.

There is no permanent school fund to aid in the support of the schools, and, therefore, the requisite amount has to be raised by direct taxation. The amount levied the present year for this purpose is 50 cents on each $100 of the city valuation, and, burdensome as it is, it will yield barely sufficient to pay the current expenses of the white and colored schools.

For many years earnest efforts have been made to induce Congress to grant a donation of public lands to aid the public schools of the District, and it is very certain that

unless this shall be done many years must elapse before there will be established here a school system, including suitable and adequate buildings and a high and normal school, which will be truly creditable to the capital of the United States.

J. O. WILSON, *Superintendent.*

*Statistics of children in the City of Washington, D. C., between the ages of six and seventeen, inclusive.*

| Wards. | WHITES. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Native. | | | | | | Foreign. | | | | | | Total white. | |
| | 6 to 9. | | 10 to 14. | | 15 to 17. | | 6 to 9. | | 10 to 14. | | 15 to 17. | | | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| First | 349 | 366 | 477 | 475 | 208 | 264 | 20 | 10 | 30 | 27 | 20 | 27 | 1,104 | 1,169 |
| Second | 399 | 417 | 471 | 619 | 261 | 326 | 9 | 15 | 15 | 18 | 12 | 22 | 1,167 | 1,417 |
| Third | 411 | 437 | 247 | 305 | 165 | 230 | 22 | 11 | 19 | 23 | 15 | 34 | 879 | 1,040 |
| Fourth | 547 | 610 | 723 | 709 | 305 | 302 | 25 | 20 | 40 | 41 | 30 | 51 | 1,676 | 1,793 |
| Fifth | 328 | 295 | 423 | 401 | 194 | 188 | 7 | 5 | 7 | 15 | 2 | 11 | 961 | 915 |
| Sixth | 391 | 400 | 466 | 466 | 233 | 224 | 8 | 9 | 9 | 12 | 11 | 15 | 1,118 | 1,126 |
| Seventh | 504 | 528 | 626 | 680 | 296 | 320 | 8 | 5 | 20 | 19 | 12 | 20 | 1,466 | 1,572 |
| Total | 2,929 | 3,053 | 3,439 | 3,655 | 1,662 | 1,914 | 99 | 75 | 140 | 155 | 102 | 180 | 8,371 | 9,032 |

| Wards. | COLORED. | | | | | | | | | | | | | | Grand total.* | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Native. | | | | | | Foreign. | | | | | | Total colored. | | | |
| | 6 to 9. | | 10 to 14. | | 15 to 17. | | 6 to 9. | | 10 to 14. | | 15 to 17. | | | | | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| First | 203 | 210 | 387 | 397 | 205 | 273 | 1 | 1 | 2 | 2 | 1 | 1 | 799 | 884 | 1,903 | 2,053 |
| Second | 197 | 182 | 317 | 384 | 168 | 256 | ... | .... | .... | 1 | .... | .... | 682 | 823 | 1,849 | 2,240 |
| Third | 144 | 137 | 191 | 274 | 79 | 186 | 2 | .... | 1 | 1 | .... | .... | 417 | 598 | 1,296 | 1,638 |
| Fourth | 126 | 135 | 226 | 267 | 101 | 189 | 1 | 1 | ... | 1 | .... | 1 | 454 | 594 | 2,130 | 2,387 |
| Fifth | 112 | 140 | 180 | 230 | 94 | 121 | .... | .... | .... | 1 | .... | 1 | 386 | 493 | 1,347 | 1,408 |
| Sixth | 83 | 99 | 167 | 178 | 69 | 137 | .... | .... | .... | .... | .... | .... | 319 | 414 | 1,437 | 1,540 |
| Seventh | 270 | 263 | 337 | 395 | 157 | 246 | .... | .... | .... | .... | 1 | .... | 765 | 904 | 2,231 | 2,476 |
| Total | 1,135 | 1,166 | 1,805 | 2,125 | 873 | 1,408 | 4 | 2 | 3 | 6 | 2 | 3 | 3,822 | 4,710 | 12,193 | 13,742 |

* Total, male and female, 25,935.

## GEORGETOWN.

The schools of Georgetown are under the control of a "board of guardians." The school organization at present embraces the following schools:

Two grammar schools, one male and one female; two intermediate schools, one male and one female; and four primary, two male and two female, with an addition of thirty children of each sex in two primary schools. There are no male teachers employed, except one in the male grammar school. Nearly five hundred children have been in the schools during the year, and the general progress and improvement in all have been decided and very encouraging to the board of guardians and teachers. The board, however, express some regret that the two grammar schools have not been as full as they ought to be. The report of the board of guardians to the board of aldermen and of the common council, states that "there appears to be a disposition on the part of the parents to use the school so far only as is necessary to gain instruction in the *rudiments* of the English branches for their children; and before the pupil can derive the advantages the school system affords, withdraw him or her from the schools. This, the board submits, is not giving the authorities of the town the consideration they have a right to expect from and ask of those who use the public schools. If there be an obligation on the tax-payers of the town to furnish the means to carry on the schools, then there arises a reciprocal obligation on those who use the schools to do so

in accordance with the end proposed in the school system, viz., the acquisition of a plain, substantial, and thorough knowledge of the English elementary branches, and this cannot be attained if scholars are withdrawn before, or as soon as they enter the grammar schools.

The school sessions, ending in June, were closed with the usual examinations, which "were satisfactory and showed a steady and decided improvement by the scholars in the respective schools."

The receipts for the school year ending August 31, 1870, amounted, with the balance on hand at the beginning of the year, to $12,322 65; and the expenditures, including $6,624 for salaries of teachers, to $8,139 75, leaving the balance to the credit of the school fund of $4,182 90.

Hon. A. Hyde, president of the board of guardians, who kindly furnished this Bureau the materials for this report, says: "I might add that we have three school buildings, one an old Methodist meeting-house, purchased for $2,000, to which $1,000 were added in repairs; one built for the purpose, at a cost of some $6,000 seven years since, and one, a brick house built recently at a cost of $10,000, for which the corporation loaned the money."

## SCHOOL DISTRICTS OF WASHINGTON COUNTY.

Congress, by the act of May 20, 1862, provided for the division of the county of Washington, outside of the cities of Washington and Georgetown, into seven school districts, to be under the control of "seven intelligent inhabitants" as commissioners, to be appointed annually, one from each district, by the levy court. They shall take oath of office and be a body corporate, with four a quorum, appoint a clerk, keep records, hold four stated meetings, appoint two trustees in each district to act with commissioners in control of schools therein, receive and disburse funds, regulate number of children to be taught, select teachers, prescribe course of study, secure site for schoolhouse, and report annually to the levy court. The levy court may impose a tax of one-fourth of one per centum for school purposes. Commissioners to provide schools for colored children. Tuition of 50 cents per month may be imposed if parent is able to pay it. One-fourth of money accruing from fines, penalties, &c., in district, to be divided between Washington, Georgetown, and the county. Education made compulsory for at least twelve weeks each year.

* *Statistics of public schools of Washington County, D. C., during each of the past five years, consolidated and brought down to June* 30, 1870.

| Year. | No. of school-houses. | No. of schools. | No. of scholars. | NO. OF TEACHERS | | | RECEIPTS. | | | | | EXPENDITURES. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Principal. | Assistant. | Total. | Balance on hand. | From fines. | From taxes. | From Congress. | Total. | Teachers' wages. | School-houses, furniture, &c. | Rent, books, fuel, &c. | Total. |
| 1865 | 1 | 3 | 160 | 3 | .... | 3 | $5, 799 53 | $1, 487 10 | $5, 216 81 | ..... | $12, 503 44 | $1, 964 00 | $5, 289 00 | $799 90 | $8, 052 90 |
| 1866 | 4 | 7 | 344 | 7 | .... | 7 | ..... | 958 35 | 10, 530 08 | $7, 173 46 | 18, 661 89 | 6, 790 32 | 11, 071 65 | 1, 341 49 | 19, 203 46 |
| 1867 | 10 | 13 | 635 | 13 | .... | 13 | ..... | 185 47 | 11, 821 46 | 2, 826 59 | 14, 833 47 | 9, 911 25 | 6, 316 73 | 1, 804 95 | 18, 032 93 |
| 1868 | 13 | 16 | 780 | 16 | 2 | 18 | ..... | 401 28 | 12, 113 25 | 1, 747 25 | 13, 261 78 | 12, 784 00 | 1. 674 88 | 1, 340 48 | 14, 799 36 |
| 1869 | 15 | 16 | 780 | 16 | 3 | 19 | ..... | 886 49 | 17, 600 64 | 8, 235 75 | 26, 722 88 | 13, 505 80 | 10, 174 92 | 2, 066 62 | 25, 747 34 |
| 1870 | 18 | 23† | 1, 064‡ | 20 | 5 | 25 | ..... | 223 32 | 11, 855 71 | ..... | 12, 079 03 | 7, 615 83 | 2, 201 12 | 1, 140 07 | 12, 079 03 |
| | ..... | ..... | ..... | ..... | .... | ..... | ..... | 4, 142 01 | 69, 137 95 | 19, 983 05 | 98, 062, 49 | 52, 571 20 | 36, 728 30 | 8, 493 51 | 97, 915 02 |

* Furnished by J. B. Miltberger, esq., clerk of the board of commissioners of public schools of Washington County.
†11 white, 12 colored, 8 graded, 15ungraded. ‡556 white, 508 colorod.

## ARIZONA.

Organized by act of Congress February 24, 1863.
Area, 113,916 square miles. Population, about 11,000.

Previous to 1863 Arizona was included in the territorial area of New Mexico. Her settlements were, however, so far distant from the more inhabited regions as to be without communication with or under control of New Mexico. By act of Congress approved February 24, 1863, the Territory of Arizona was erected out of the western half of New Mexico.

Arizona has never had any schools worth mentioning. Numerous attempts have failed to elicit any correspondence from either officials or private citizens respecting the existence or condition of any schools in that Territory.

It appears, however, that "An act concerning common schools" passed the legislature and was approved October 5, 1867. Its features are as follows:

SECTION 1. Boards of county supervisors may establish districts.
SEC. 2. District to be composed of any village of not less than one hundred persons.
SEC. 3. Any number of voters may apply for a district division.
SEC. 4. Then the board of supervisors may create a district.
SEC. 5. Board of supervisors may levy a tax of not more than one-half of one per cent.
SEC. 6. County collectors shall collect and pay to treasurer.
SEC. 7. Collectors to receive two and a half per cent. and treasurer two per cent. as fees.
SEC. 8. Board of supervisors to select school-houses, sites, &c.

Whether any schools have gone into operation under this law, this Bureau, as before stated, cannot ascertain. The physical features of Arizona and the character of the population being similar to those of New Mexico, the remarks made in regard to the latter will, in the main, apply with equal force to the former.

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## COLORADO.

Organized by act of Congress February 28, 1861.
Area, 104,500 square miles; population, (*United States census of 1870,) 38,187.

Though repeatedly sought for, but little school information has been received from this Territory. Within a few days communication has been established with the present superintendent of public instruction by the receipt of a letter, from which the following is taken:

"I am extremely anxious that you should have late information and full statistics of this Territory for insertion in your annual report. The territorial treasurer has heretofore been *ex officio* superintendent of public instruction, and this is the first year in which this office has consisted of a separate department. Complete statistics have never been obtained, and I am making earnest efforts to have the county superintendents' reports for this year contain all the necessary items.

"Under our law county superintendents' reports are not required to be furnished to this office until November 1; and as this is the first year in which the county superintendents have been required to send their reports promptly, it is possible that reports may not be received until some time during the month. I inclose herewith a blank report, in order that you may see what statistics we propose to obtain.

"Will you please inform me, at your earliest convenience, what is the latest date on which you must receive my report in order to include it in your annual report?

"Very respectfully, your obedient servant,

"W. C. LOTHROP,
"*Superintendent Public Instruction.*"

But one other reply has been received, from the numerous inquiries sent from this office, and that being from an isolated region in the southeastern part of the Territory is as follows:

"TRINIDAD, *Colorado, July* 6, 1870.

"DEAR SIR: Yours of inquiry was duly received. I have not been in the Territory long enough to know much about its educational interests, save in our immediate vicinity.

"We have an academy here which has had one session of five months. Two teachers enrolled 24 pupils, average about 16. Its next session will open September 6, 1870. It is the only school south of the Arkansas River for Americans. Our county (Las Animas) contains about 9,000 inhabitants; about 300 Americans; the rest are Mexicans.

* Furnished through the kindness of General Francis A. Walker, superintendent of the census.

is state of things is fast changing. The Mexicans cannot stand civilization, and will n give place to enterprising Americans. So, in school matters, better times are at ad.

There is a Catholic school here, attended only by Mexicans; it has about 30 scholars ght by nuns. I know very little about it. There are in the county about 60 erican children of school age.

Trinidad is an important, growing town, and has quite a number of enterprising erican citizens; hence, churches and schools receive their proper attention here. is climate is well adapted to mental culture and physical development. There is no althier place in the world than Trinidad. Socially, the Mexicans are below par, and t little can be done with them either mentally or morally. When you publish reports ease send copies.

"Yours, truly,

"E. J. RICE.

"General JOHN EATON, Jr."

Colorado is divided by ranges of mountains into several regions, which are quite olated, and inhabited by people of different races, and of widely different social customs id religious faith. Not less than one-third of her population are mestizos, adhering their peculiar customs, and generally speaking only the Spanish language. They cupy the southern portion of the Territory, which was formerly a part of New lexico, and of those counties in New Mexico which, in 1856, voted more than 4,000 gainst free schools to 37 for them. The physical features of Colorado are graphically escribed in the following, from the pen of ex-Governor Gilpin:

"Bisected from north to south by the primary Cordillera or great mountain chain, hich divides the waters of the Atlantic from those of the Pacific. The eastern half occupied by an undulating plain, the western half by stupendous Rocky Mountain nges. The former, abounding in great rivers, is of very uniform fertility, checkered ith arable and pastoral lands, alternating the one with the other. It is favored with mperate seasons, mineral fuel, a salubrious atmosphere, and a resplendent climate. he mountains embrace every variety of structure, intense massiveness, and altitude, rtile flanks of unfailing pasturage, and stupendous forests. In their ever-varying enery, no element of sublimity and beauty of the highest order is wanting. In their stness of bulk they constitute an important division of the empire of the American ople, here, especially, revealed to sight in the grandest forms."

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# DAKOTA.

Organized by act of Congress March 2, 1861.

Area 150,932 square miles. Population, (United States census of 1870,) 13,981.

Dakota is the largest of the organized Territories, her area equaling about one-half the whole of the original thirteen States. The superintendent of public instruction, n. James S. Foster, made a partial report, in February last, to accompany the new ool code, then first published, the distribution of which became necessary. From s it appears that—

| | |
|---|---|
| e number of school districts organized were | 55 |
| mber of teachers | 53 |
| mber of scholars | 1,765 |
| lue of school property | $9,010 00 |
| ount of money apportioned to counties | $1,997 86 |

There were many districts unorganized, and several county superintendents had itted to send their annual report. Mr. Foster says:

"Our schools have heretofore suffered from a lack of school-teachers, but, fortunately, ong the immigrants, during the past year, there are many who are willing to engage teachers, so that every school district requiring the services of a teacher has been le to procure one. The school fund during the past year has greatly increased with e rapidly increasing wealth of our citizens, so that in most of the counties the portionment to each district exceeds $2 each for every child residing in the district tween the ages of five and twenty-one.

"The people of Dakota are prompt to organize school districts and open schools, thout waiting for a large number of wealthy settlers to enable the new district to ild at once a permanent school building. In many districts schools were opened in nporary houses until a good and permanent school-house could be built. In some stricts schools were opened in private houses, and conducted successfully for several

terms, while in others a rude but comfortable and substantial log school-house has been erected, which will serve a good purpose for a number of years.

"In several districts, in Union county particularly, where, in 1868, we found schools of twenty or thirty pupils occupying temporary log houses, we find now good frame school-houses, supplied with all the furniture usually found in school-houses in the rural districts of older settled countries.

"It is a work of no small magnitude to transform the wild uninhabited prairie into a thickly settled country, with cultivated farms, supporting churches and schools. It is with feelings of pride that we contemplate the condition of our common schools. We have no large tracts of land owned by non-residents and speculators, preventing actual settlement by an industrious population. Our settlements are continuous, and nearly every quarter-section of land has its occupant, from whose dwelling goes forth to our common schools one or more pupils. It is the crowning glory of Dakota that our settlements are compact, and that in every township in the settled portion there are children enough for half a dozen schools. At present most of the schools of this Territory are in Union, Clay, and Yankton counties."

The poorest school-house is noted as worth $25, and the best as worth $3,000. Most of the school-houses are built of logs. The wages of some of the women teachers appear to be as low as $15 per month. The acquisition of a blackboard is usually mentioned. Indeed, a good log school-house, with a blackboard, and a well in the yard, and a teacher at $20 per month, is evidently considered a fair school prospect in Dakota.

## SCHOOL LAW.

An act to provide for common schools in the Territory was approved January 5, 1869, and contains ninety sections. It provides for the election of territorial and county superintendents with the usual duties. No school district can receive its portion of the school fund in which a common school has not been taught at least three months during the year. County superintendents are to report annually by the 10th of November. The territorial superintendent is required to report to the legislature during the first week in the session of each year; by act of Congress, however, the legislatures of territories are limited to biennial sessions. The officers of each school district are a director, clerk, and treasurer, who constitute the district board, and each district is a body corporate. Annual school district meetings are to be held on the last Saturday in March. The district clerks make the annual enumeration of children.

*Table of statistical details of schools in Dakota Territory, by counties, from superintendent's report dated February 1, 1870.*

Hon. JAMES. S. FOSTER, *superintendent public instruction, Yankton.*

| COUNTY SUPERINTENDENTS. | | | Number of school districts. | Number of scholars. | Number of teachers. | Amount apportioned. | Value of school property |
|---|---|---|---|---|---|---|---|
| County. | Name. | Post office. | | | | | |
| Bon Homme | ..... | Bon Homme | 1 | ..... | 1 | ..... | ..... |
| Charles Mix | ..... | White Swan | ..... | ..... | ..... | ..... | ..... |
| Clay | S. A. Ufford | Vermillion | 14 | 351 | ..... | $402 62 | $1,75 |
| Lincoln | B. S. Gillespie | Canton | ..... | ..... | 2 | ..... | ..... |
| Minnehaha | ..... | Sioux Falls | ..... | ..... | 1 | ..... | ..... |
| Union | Runyen Compton | Elk Point | 30 | 1,135 | ..... | 1,093 94 | 4,05 |
| Yankton | Rev. M. Hoyt | Yankton | 11 | 289 | ..... | 501 90 | 3,15 |
| Total | ..... | ..... | 56 | 1,765 | 53 | 1,997 86 | 8,95 |

# IDAHO TERRITORY.

rganized by act of Congress approved March 3, 1863.
rea, 84,294 square miles. Population. (United States census of 1870,) 14,886.
From the report of the Hon. Daniel Cram, superintendent of public instruction, for years 1867–68, it appears that in the latter year the number of school districts re..... 24
mber of school-houses..... 12
mber of schools..... 15
ole number of children between five and twenty-one years..... 926
mber of scholars attending school..... 345
mber of children not attending school..... 581
mount paid teachers..... $4,603
tal expenses..... 5,799
mber of libraries and volumes..... None.

Many of the settlers do not seem to appreciate the necessity and advantages of education, and the superintendent therefore makes the following recommendations:

"In the absence of a school-house in districts entirely able to provide suitable school buildings, I would suggest the propriety of such legislative action as will secure to the trustees the means of school accommodations in these several districts; and were said boards authorized, in the exercise of a sound discretion, to levy, collect, and expend a reasonable tax for such buildings, or for repairing the same, it is believed that such a law would be beneficial to the district thus taxed, and would be approved by the people of the Territory.

"The absence of school-houses in some districts is not founded on the want of means or ability to build them; they are evidences of selfishness or ignorance wherever they are found. Hence a law of the kind indicated would not be regarded as oppressive.

"There is a commendable spirit manifested throughout the Territory, and the county superintendents seem alive to the cause. Briefly, then, our needs are money and teachers.

"That which Idaho needs most, in order to educate her children, is to foster her general school fund, and increase it in every possible way."

A letter from the superintendent of public instruction of Idaho Territory, Hon. Daniel Cram, contains the following information:

"It is impossible," he states, "for me to visit the different counties personally, as there is no money in the territorial school fund applicable for that purpose, and the expense of traveling in this Territory is no small item, and more than I am willing to expend personally, although I have a heart and interest in the cause, and am willing to do all I reasonably can to advance it. The month of October is the end of the fiscal school year.

"Our school law is ambiguous, and no material changes have been made in it of late only to confuse the operations of the same.

"Our Territory is in much need of congressional aid; at the same time this aid should be met by, and through the legislature of the Territory, in conjunction with the government, by a reasonable tax or appropriation."

## THE THIRTY-SIXTH SECTION EXCLUDED BY THE LEGISLATURE FROM SCHOOL PURPOSES.

The United States school law provides that sections 16 and 36 be reserved in each township for school purposes. The territorial school law *excludes* the thirty-sixth section; this only gives the proceeds of the 16th section for school purposes.

### ARTICLE I—SCHOOL FUND.

SECTION 1.—Money from sale of congressional land grants, *with the* EXCEPTION *of the proceeds of the sale of the thirty-sixth section of the public lands, &c., &c.*

A citizen of Idaho, writing on the subject, makes the following comment upon this section of the legislature:

"The law reserving the sixteenth and thirty-sixth sections for school purposes, you will see in section 1 of this act partly ignored; but really it does not amount to anything, for all the lands of any value were taken up before the survey, and unless there is some special provision made, I doubt whether there will be any school lands in the Territory. There is no way of getting any lands, in lieu of those previously claimed, by survey, unless it might be timber in the mountains, and that is not now surveyed. I would suggest a special survey for that purpose, not allowing persons to claim the number until the school lands should be selected."

*Table showing school statistics for Idaho for the year* 1868.

Hon. DANIEL CRAM, *superintendent public instruction.*

COUNTY SUPERINTENDENTS.

| County. | Name. | Post office. | Number of districts in county. | Number of school-houses. | Number of schools. | Number of scholars attending school. | Length of school during the year. | Amount paid teachers. | Total expenses. | Number of boys between 5 and 21 years of age. | Number of girls between 5 and 21 years of age. | Whole number of children between 5 and 21 years of age. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ada | Rev. G. D. B. Miller | Boise City | 15 | 5 | 7 | 94 | 4½ months | $525 00 | $850 00 | 207 | 207 | 414 |
| Alturas | | No organization | | | | | | | | | | |
| Boise | B. Clinton | Idaho City | 5 | 4 | 5 | 127 | 7½ months | 2,224 69 | 2,906 62 | 148 | 137 | 285 |
| Idaho | | No organization | | | | | | | | | | |
| Lemhi | James Kirtly | Salmon City | 3 | 3 | 3 | 42 | 3¼ months | 787 00 | 905 41 | 39 | 42 | 81 |
| Nez Perces | M. A. Kelley | Lewiston | 1 | | 1 | 82 | 6 months | 1,066 68 | 1,137 68 | 81 | 65 | 146 |
| Owyhee | L. P. Higby | Silver City | | | | | | | | | | |
| Oneida | Thomas C. Armstrong | Malad City | | | | | | | | | | |
| Shoshone | | No organization | | | | | | | | | | |
| Total | | | 24 | 12 | 15 | 345 | | 4,603 37 | 5,799 71 | 475 | 451 | 926 |

# MONTANA TERRITORY.

Organized by act of Congress, May 26, 1864.
Area, 143,776 square miles. Population, (United States census of 1870,) 20,422.

Montana Territory, with a breadth of latitude equal to the distance from Long Island Sound straight north to the St. Lawrence, stretches its monster proportions along the northern national boundary for nearly 700 miles—from the twenty-seventh to thirty-ninth meridian degrees of longitude, or one-thirtieth the circle of the globe on the forty-ninth parallel of latitude. Much of her land is of excellent quality, and the climatic influences among the best of a continent. She will have, when surveyed, 5,112,055 acres for school purposes.

The superintendent reported, in 1868, that the condition of her schools was not favorable; that circumstances and influences have opposed the practical workings of a system, moreover, not perfectly adapted to the territorial condition. Indeed, he says that four years' experience has demonstrated "its utter inadequacy to meet our demands." In every community a general interest was manifesting itself, but the reports of county superintendents were not sufficiently full.

Madison County reported herself able to maintain, with her then population and school tax, "about ten schools, a majority of them for the greater part of the year." Her schools were considered efficient and her people quite interested.

The superintendent of Meagher County reported, that though he had "districted this county soon after his appointment, he had not succeeded in having a single district organized." His report shows nothing beyond the amount of money in the treasury belonging to the school fund.

The county of Deer Lodge gives a more flattering report. In the organized districts, schools are well sustained, and the people are generally showing a lively interest in the subject of education.

The report from Gallatin was merely statistical, but the territorial superintendent inferred from it "that the valley county is not behind in her educational facilities, and that her schools are in a healthy condition."

"Lewis and Clarke County has only three organized districts, two of which, in the Prickly Pear Valley, sustain good schools during the winter months. The Helena district has now three common schools, with an aggregate attendance of 181 pupils." Much interest was manifested, and zeal and energy displayed, by the Helena board of school directors. A select school of more than twenty pupils was also in existence. At Helena there are also two denominational schools, Catholic and Methodist.

The territorial superintendent says of the Sunday schools: "They are springing up in every town of note, and are becoming a power in the land."

## SCHOOL FUND AND CONGRESSIONAL AID.

"We have no permanent school fund in the Territory, nor have we any legislation tending to the establishment of such a fund. The sixteenth and thirty-sixth sections of land given by the United States for schooling purposes are generally reserved to the townships in which they are located, or to the counties, and never, so far as I have been able to learn, enter into a State or territorial fund.

"It seems to me of paramount importance that we should have some nucleus established, around which we could form a territorial fund, the interest only of which should be appropriated annually for school purposes. How to establish such a point, from what source to create such a fund, are questions to which I have given much thought and investigation, without reaching any very satisfactory conclusion. Would not that spirit of liberality which has ever characterized the policy of the general government in matters of education, warrant the legislature in memorializing Congress on this subject—vital alike to the interests of the nation as to the prosperity of the Territory—asking that a portion of the United States revenue collected in the Territory, for a limited period, be set apart for this purpose?

"I trust I shall be pardoned for this suggestion, for it is the only feasible plan that presents itself to me for the accomplishment of the desired end. The government could well afford to make such an appropriation. The hardy and adventurous pioneer has opened up a wilderness to civilization, from the bosom of which he has extracted millions of dollars in gold, which he has thrown into the circulating wealth of the nation. The lands, only a few years ago valueless, are now sought for with eagerness; and the land office in this city is becoming the repository of thousands of our hard-earned treasure."

From an interesting letter from a well known citizen of Montana, whose opinions are entitled to consideration, the following is taken:

"In 1864 there were some 10,000 people, from all parts of the country, assembled at Virginia City, attracted by the marvellous accounts of the wealth of the placer mines in Alder Gulch. That portion of this population from the East was largely composed

of disbanded soldiers of Price's army, while the emigration from the West contained some of their worst characters of the Pacific State. For three years, or until the commencement of 1867, crime was punished by a vigilance committee, said to have embraced all the best men in the Territory, whose executions were frequent and summary. During this period many families from the Western States, and some from New England, settled in the Territory, and society began to improve. A school was established and well attended. The legislature, at its first session in 1864–'65, passed a school law. Though no general interest was felt in schools, a few kept the subject alive, a superintendent was elected, and, since 1865, most parts of the settled portions of the Territory have been supplied with schools, some of which are said to be very good, though no graded school has been yet established.

"While the interest in education is increasing, some of the best citizens of Montana complain that unfortunate political collisions between parties give to legislation a partisan character, and withhold the legislature from giving proper attention to school laws and school funds. This leads some of the better classes to seek schools in the States for their children."

*Table of statistical details of schools in Montana Territory, by counties, for the year ending November 30, 1868.*

Hon. T. F. CAMPBELL, *superintendent of public instruction, Virginia City.*

| Counties. | Name of county superintendent. | District. | Number of scholars in the county between 4 and 21 years. | | Number of school-houses. | Number of scholars taught. | | Number of teachers employed. | | Proportion taught of all the scholars. | Amount of school fund. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | Whence received. | | | How disbursed. | | |
| | | | Males. | Females. | | Males. | Females.† | Males. | Females. | | Direct tax. | Fines.‡ | Other sour's.‡ | Paid to teachers. | Other purposes. | Amount on hand. |
| Madison | E. Thrasher | 10 | 222 | 211 | 7 | 348 | ..... | 7 | 3 | 4 5ths. | $5,329 80 | ..... | ..... | $4,960 00 | $300 00 | $69 80 |
| Gallatin | ..... | 6 | 156 | 43 | 4 | 115 | ..... | 5 | 1 | 3-5ths. | 597 95 | ..... | ..... | 640 00 | ..... | ..... |
| Deer Lodge | M. Perrin | 6 | 112 | 109 | 1 | 60 | ..... | 4 | 1 | 3-11ths. | 983 14 | ..... | $619 00 | 858 00 | 125 70 | 618 44 |
| Lewis and Clarke | ..... | 3 | 297 | 209 | 3 | 181 | ..... | 5 | 1 | 3-5ths. | 3,570 80 | $999 15 | ..... | 1,337 00 | 1,500 00 | 1,732 95 |
| Meagher | Dr. A. J. Hunter | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 300 00 |
| Jefferson* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Choteau* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missoula* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Beaver Head* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | ..... | 25 | 787 | 572 | 15 | 704 | ..... | 21 | 6 | 51-100ths. | 10,481 69 | 999 15 | 619 00 | 7,795 00 | 1,925 70 | 2,721 19 |

* No report.

† Included in column of males.

‡ Included in the column of direct taxes.

# NEW MEXICO.

## GEOGRAPHY.

The Territory of New Mexico, as transferred to the United States by the treaty of Guadalupe Hidalgo, and organized by the act of Congress, approved September 9, 1850, embraced also the southern portion of Colorado and the whole of Arizona Territory. The present area of New Mexico is 121,201 square miles. or 77,568,640 acres. This area is divided into ten counties, which are generally separated from each other by natural boundaries of mountain barriers.

## POPULATION.

The inhabitants of New Mexico, not including those connected with the United States Army, may be classed in four distinctive divisions, as follows:

| | |
|---|---|
| Pueblos | 7,000 |
| Wild Indians | 12,097 |
| Mestizos, with a small percentage of whites, (census of 1860.) | 83,009 |
| Total | 102,106 |

## MESTIZOS.

That part of the population called Mexicans, are almost wholly agricultural and are settled in plazas, as their villages are called, varying in population from fifty to several thousand souls, generally sustained by flocks and suburban farms. This method of settlement, peculiar to the whole intermountain region of North America, results from two causes; first, the necessity for coöperation in conveying the waters of the streams in ditches for the irrigation of the land, which is necessary to the successful cultivation of the soil; and second, for mutual defense against the numerous nomadic and warlike tribes of Indians. This gregarious method of life gives an opportunity for the establishment of schools surpassing that enjoyed by any other portion of the United States, especially the sparsely settled frontier portions of the West; and yet, as if to show to the world the most criminal example of how good opportunities may be neglected, here exists the most schoolless, ignorant, and poverty-stricken people speaking a civilized, though foreign language, within the boundaries of the United States. In 1850, the number given as attending school was 460, out of a population of 61,574. In 1860, but three per cent. of the population of school age, according to the census, were attending school.

## STATEMENT OF THE GOVERNOR OF NEW MEXICO.

The Hon. William A. Pile writes, under date of October 20, 1870, that there is no general school law, and not a public school or a school-house in the Territory. In Santa Fé, Las Vegas, Albuquerque, Taos, La Mesilla, and in some smaller towns, the Catholics have schools. It is mentioned that there are four Protestant schools also, but the size and efficiency of any of the schools are not stated. His excellency also speaks of the deplorable illiteracy of the great mass of the population, and the indifference of the legislature on the subject. Governor Pile sent the following to the legislature during its last session:

## EXTRACT FROM THE GOVERNOR'S MESSAGE.

"It is not presumed that, in the limited time that your honorable bodies will now remain in session, you can mature and adopt a perfect system of public education; but the subject is one of such immediate and pressing importance that I cannot close this message without referring to it. In all communities where the character of the government depends on the people, public education assumes an importance far above that which attaches to it under other circumstances. For years this subject has been urged upon the consideration of the territorial legislature. The necessity and importance of the matter is so apparent, that to stop to reason with you upon it would seem to be an insult to your intelligence and understanding.

"That your early and earnest attention to this subject is required by every consideration of public duty, welfare, and interest, cannot, with you I think, be a matter of doubt. If provision was made even for one public school in each county, it would be a great public blessing. Anything that will be a commencement shall receive my hearty approval and coöperation. Let these schools be free from any religious or denominational control, or under the control of any church your honorable bodies may think proper. If only the children of the Territory are furnished facilities for acquiring a knowledge of the elementary branches of a common education, I shall be satisfied.

"Let us make a beginning, if it is ever so small and inexpensive. Increase and improvement will come from experience.

"Economy in public expenditure is a necessity of our condition, but it is false economy to fail to expend a reasonable amount for public education—to economize at the expense of intelligence and morality. In all communities where society and public sentiment are in a transitory state, it is the duty of legislators, public officers, and men in high social and political position, to become leaders and instructors of the people, to guide and give shape to public opinion, so that the future of the community may be prosperous and happy. The future of this Territory depends largely upon your wisdom and prudence. I entertain the strongest hope that this session of your honorable bodies will not finally close without making at least a commencement of a system of public schools."

### POPULAR HOSTILITY TO FREE SCHOOLS.

If more proofs of the present unfortunate condition of the Mestizos were wanting, it may be shown that their indifference to education reaches not only hostility, but a hostility which has, perhaps, been expressed with more unanimity at the ballot-box than any similar instance in history.

"The territorial legislature, at the session of 1855–'56, passed an act establishing a system of common schools, to be supported by a tax levied upon the property of the inhabitants. Four counties were exempted from the general operations of the law, and the citizens thereof were allowed to vote on its acceptance or non-acceptance. The election was ordered by the proclamation of the governor, and was held March 31, 1856, with the following result:

| Counties. | For the law. | Against the law. |
|---|---|---|
| Taos | 8 | 2,150 |
| Rio Arriba | 19 | 1,928 |
| Santa Ana | 8 | 456 |
| Socorro | 2 | 482 |
| Total | 37 | 5,016 |

"The returns show that in a popular vote of 5,053 there are only 37 men to be found in favor of public schools—a fact which exhibits an oppoaition to the cause truly wonderful. This great enmity to schools and intelligence can only be accounted for as follows: that the people are so far sunk in ignorance that they are not really capable of judging of the advantages of education. From this result the cause of education has but little to hope for from the popular will, and the verdict shows that the people love darkness better than light."

The law was repealed ten months after its adoption, and even the fines collected under it were ordered by the act repealing to be returned to those from whom they were collected.

The preceding extract is taken from "New Mexico and her People," by Brigadier General W. W. H. Davis, of Pennsylvania, who was, at the period alluded to, United States attorney for the Territory. The following is also taken from the same work:

"The American missionaries who have come into the country have also taken an interest in the cause of education, and, wherever stationed, have endeavored to establish schools. In some instances they have been able to gather together a few scholars; but the opposition of the priesthood to the children being educated in Protestant schools is so great that they could not accomplish much. It is to be hoped, however, that the few seeds they have sown will in due season spring up and bring forth good fruit. The Rev. Mr. Gorman has extended his labors into a new vineyard, and established himself in the Indian pueblo of Laguna, some fifty miles west of the Rio del Norte. He opened a little school which some of the children attend, and a few of the adults seem desirous to be instructed in the knowledge of the white man." (p. 194.)

The minds of the people are as barren as the land, with as little hope of being better cultivated. Congress has donated two sections of land in each township for school purposes; but so large a portion of the country consists of rocky mountains and barren plains that there is poor prospect of the donation ever yielding much for the cause of education. In lieu of the land, Congress should make an appropriation in money, as an education fund, to be expended in such manner as they might direct—the principal to be properly invested, and the interest arising from it only to be expended." (p. 430.)

Since 1856, several acts for the establishment of common schools, to be supported by

payment of a tuition fee, and even laws for compulsory attendance at school, have been passed, but always repealed before they were carried into effect.

### THE PUEBLO INDIANS.

These Indians number about 7,000, and are settled in nearly a score of compact villages, scattered through the Territory. Nothing has ever been done for these Indians by the Government, in the way of improving their social condition, by instruction in industrial arts, or in any necessary knowledge since they became its wards, in 1846. During the period of Spanish rule, schools were established and flourished under the fostering care of the Government. But after the independence of Mexico they were allowed to fall into decay, from want of Government support, until to-day there are very few indeed who can read and write, and these are old men, whose numbers are decreasing; so that in four or five years there will not be found one of all this once enlightened race who will be able to read the title-papers to his land. These Indians have never been an expense to the Government, as have other tribes, to reduce them to submission by long and costly wars, nor have they asked a single dollar for their support. They keenly appreciate the helplessness of an uneducated condition; they absolutely *crave* education, and yet they are allowed to remain in ignorance for the want of an annual appropriation for the erection of buildings and the employment of teachers.

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## UTAH TERRITORY.

Organized by act of Congress, September 9, 1850.
Area, 84,476 square miles. Population, about 110,000.
From the report, for the year 1869, of the Hon. Robert L. Campbell, territorial superintendent of common schools for Utah, the following summary of school statistics is taken. More detailed statistics, by counties, will be found on page —.

| | |
|---|---|
| Number of districts | 189 |
| Number of schools | 243 |
| Number of scholars enrolled | 15,100 |
| Number of male scholars enrolled | 7,524 |
| Number of female scholars enrolled | 7,576 |
| Total number of children between four and sixteen years | 24,138 |
| Average daily attendance | 10,618 |
| Percentage of school population attending school | 44 |
| Number of months school has been taught during the year | 7¼ |
| Number of male teachers | 173 |
| Number of female teachers | 169 |
| Amount paid to male teachers | $54,559 37 |
| Amount paid to female teachers | $25,120 25 |
| Total paid to teachers | $79,679 62 |
| Amount of taxes appropriated to use of schools | $7,011 33 |
| Amount of building funds raised | $35,142 70 |

The character of the school system of Utah does not fully appear, either in the school laws of that Territory or in the last three reports of the superintendent. The inference is, however, that a tuition fee per scholar is charged for the payment of teachers; that the school-houses are built by taxes voted by two-thirds of the tax-payers in a district; and that tax-payers in districts *may* elect to pay their teachers by a self-imposed tax. A noticeable feature in the expenditures is, that 173 male teachers were paid much more than twice the aggregate amount of wages than were 169 female teachers.

"The great desiderata of our educational interest," says the superintendent, "is a supply of school-teachers." In a previous report Mr. Campbell says that "the universal interrogatory by school trustees from every part of the Territory, who are attending to their duties, is: Can you send us a qualified teacher?" He urges upon the legislature the importance of providing a number of free scholarships in the normal course of the University of Deseret, and upon districts to unite and bear the expenses of some of the young women to attend a normal course.

The superintendent has hopes of realizing an available school fund from the school lands when Utah shall be admitted as a State, the Territory not being able to use the proceeds of the sixteenth and thirty-sixth sections. Commenting on this unfortunate position of Utah toward the school lands, the superintendent says:

"It is said that the Territories sustain the relationship of wards to the General Government. What would be thought of a guardian, in whose possession there were munificent legacies specially designed for educational purposes, who would turn round and say to his ward, 'True, there are liberal provisions made for your education, but

these grants are not *usually* given to wards until they become of age.' Would not the ward have just cause of complaint? That in the greatest time of need, the most seasonable period of life, educational facilities should be withheld—that the most liberal and free government on earth should thus act toward its wards, is indeed astonishing."

### DESERET ALPHABET.

Much of the reports of the superintendent for the years 1867, 1868, and 1869 are occupied in the discussion of the defects of English orthography and the advantages of the "Deseret alphabet," which President Brigham Young and the regents of the University of Deseret are making efforts to establish in that Territory. The following extract from the report of 1868 gives the best explanation obtainable of the merits of the reform:

"The inhabitants of these mountains are preëminent for reform. They hail every invention and discovery as a blessing from Heaven to man, and fail not to acknowledge the source whence all blessings emanate.

"When Pitman's system of phonetics was introduced in Illinois by Mr. George D. Watt, in the year 1845, the leading men of this community immediately adopted it, and the same has been taught in almost every nook and corner of these mountain settlements.

"The design of the Deseret system is to teach the spelling and reading of the English language in an easy manner. The principal feature is to reduce to simplicity English orthography, and to denude the words used of every superfluous character. In this system the child is taught the thirty-eight letters which represent the number of sounds heard in speaking the English language. Each letter of the alphabet represents a definite sound, as fixed as any one of the digits which invariably represents the same power. The acquirement of reading, therefore, is divested of the uncertainty, contradiction, and difficulty which attend the acquisition of the present system."

In his report for 1869 the superintendent gives an account of his further work and encouragements in advocating this alphabet during his school visits, and recommends the legislature to appropriate $2,000 for the publication of a spelling book or elementary dictionary.

### FEATURES OF THE SCHOOL LAWS OF UTAH.

The county courts in each county are authorized to create or change the boundaries of school districts of the respective counties.

The owners of taxable property in each school district elect their trustees, who take an oath of office and give bonds to the county court, and have power to appoint a clerk, an assessor, collector, and treasurer. The trustees have power to prescribe the manner in which schools shall be conducted, build school-houses, &c., take a census of children between the ages of four and sixteen in their district, and shall report annually to the county superintendent.

The county court in each county also appoints a board of three examiners, to judge of the qualifications of school-teachers, and grant certificates to them.

The electors, owning taxable property, also vote upon the rate per cent. of tax for school purposes, and for an increased sum for the purpose of building school-houses "a vote of two-thirds of the tax-payers" is required.

"A superintendent of common schools," by which term is meant all schools organized by the boards of trustees, and under their supervision, is elected annually by the territorial legislature, to whom he must annually report "during the first week of its session." He also performs the other usual duties of State superintendents.

The county superintendents are elected at the general election, on the first Monday in August, and hold their offices two years.

### UNIVERSITY OF DESERET.

This institution was incorporated in 1850, but the first department of instruction was not organized until 1867. In 1869 it was more fully organized as an institution of scientific and classical instruction, and from the second annual catalogue, published the present year, it appears with a faculty of 14 professors and teachers, and 307 male and 239 female pupils—total, 546. The university includes a normal course in its curriculum, for which tuition is charged.

An educator in the southern part of Utah states, in a letter of recent date, that less than one-half of the children between the ages of four and sixteen attend any school during the winter, while during the summer one-sixth of them only attend school. Of the 250 schools that are open during the winter months, not more than 100 are continued during the summer. In one place mentioned, where there were four schools in

operation during the winter of 1869–'70, there were but two during the summer 1870, and this was above the average for the whole Territory.

He further says, that the people of Utah are not able to maintain a sufficient numl of good schools without aid from Congress.

"The citizens of this Territory have done much to establish schools, build schc houses, and support teachers; but if they have failed in reaching the standard of average of other Territories and the States, it is not from an unwillingness on th part; the great majority came here poor, and have had to undergo many privati and be deprived of many of what would be called necessaries elsewhere, to get- use common parlance—a start. There has been an increase from the year 1864 to 1 of about 35 per cent. in the number of schools kept in the winter season, but with large emigration to this Territory, and the rapid increase in the number of child who should be in school, compared with other portions of the Union, I presume t will be considered a small increase."

The amount of aid Utah needs to render her schools sufficient and efficient, he s 'is a problem I cannot attempt to solve."

*Table of statistical details of schools in Utah Territory, by counties, from superintendent's report, dated January 19, 1870.*

Hon. ROBERT L. CAMPBELL, *superintendent public instruction, Salt Lake City.*

| County. | COUNTY SUPERINTENDENTS. Name. | Post office. | Number of districts in county. | Number of districts reported. | Number of schools. | Grade of schools. | Number of male teachers. | Number of female teachers. | Number of boys in county between 4 and 16 years. | Number of girls in county between 4 and 16 years. | Total children between 4 and 16 years. | Number of male scholars enrolled. | Number of female scholars enrolled. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beaver | A. M. Farnsworth | Beaver | 7 | 4 | 4 | Common | 4 | 3 | 383 | 333 | 716 | 173 | 178 |
| Box Elder | Mr. Bywater | Brigham City | 6 | 6 | 9 | ...do .... | 7 | 6 | 443 | 454 | 897 | 321 | 343 |
| Cache | Samuel Roskelly | Smithfield | 21 | 20 | 27 | ...do .... | 29 | 19 | 1,250 | 1,394 | 2,644 | 740 | 833 |
| Davis | Anson Call | Bountiful | 4 | 4 | 8 | ...do .... | 6 | 5 | 417 | 397 | 814 | 276 | 246 |
| Iron | William C. McGregor | Parowan | 4 | 4 | 9 | ...do .... | 6 | 3 | 346 | 359 | 705 | 145 | 177 |
| Juab | Thomas Ord | Nephi | 5 | 4 | 6 | ...do .... | 3 | 3 | 270 | 292 | 562 | 116 | 132 |
| Kane | Sextus E. Johnson | Virgen | 6 | 3 | 4 | ...do .... | 2 | 2 | ..... | ..... | ..... | 146 | 156 |
| Millard | F. M. Lyman | Fillmore | 6 | 5 | 14 | ...do .... | 10 | 8 | 331 | 260 | 591 | 274 | 244 |
| Morgan | J. R. Porter | Porterville | 12 | 5 | 4 | ...do .... | 2 | 4 | 109 | 121 | 238 | 62 | 56 |
| Piute* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Rich | James H. Hart | Bloomington | 9 | 5 | 6 | ...do .... | 7 | 6 | 310 | 320 | 630 | 212 | 215 |
| Salt Lake | R. L. Campbell | Salt Lake City | 36 | 31 | 43 | ...do .... | 23 | 38 | 2,741 | 2,626 | 5,367 | 1,422 | 1,310 |
| San Pete | William F. Reid | Manti | 8 | 8 | 20 | ...do .... | 12 | 11 | 977 | 1,013 | 1,990 | 671 | 693 |
| Sevier* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Summit | John Boyden | Coalville | 8 | 6 | 9 | ...do .... | 5 | 8 | 256 | 252 | 508 | 139 | 122 |
| Tooele | A. Galloway | Tooele | 7 | 7 | ..... | ...do .... | 4 | 3 | 321 | 271 | 592 | 290 | 185 |
| Utah | David John | Provo City | 17 | 17 | 40 | ...do .... | 24 | 21 | 2,183 | 2,063 | 4,249 | 1,316 | 1,374 |
| Wasatch | Thomas H. Giles | Heber City | 4 | 4 | 4 | ...do .... | 3 | 3 | 233 | 242 | 475 | 179 | 168 |
| Washington | George A. Burgon | St. George | 13 | 13 | 19 | ...do .... | 12 | 13 | 565 | 537 | 1,102 | 411 | 398 |
| Weber | William W. Burton | Ogden City | 16 | 16 | 17 | ..do .... | 14 | 13 | 1,041 | 1,035 | 2,076 | 631 | 746 |
| | | | 189 | 162 | 243 | ..... | 173 | 169 | 12,166 | 11,972 | 24,138 | 7,524 | 7,576 |

* Abandoned in consequence of Indian hostilities.

*Table of statistical details of schools in Utah Territory, by counties, &c.*—Continued.

| COUNTY SUPERINTENDENTS. | | | Total enrolled. | Percentage of names enrolled. | Average daily attendance. | Percentage of school population actually attending school. | Amount paid to male teachers. | Amount paid to female teachers. | Total paid to teachers. | Number of months school has been taught during the year. | Amount of building funds raised. | Amount of taxes appropriated to use of schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| County. | Name. | Post Office. | | | | | | | | | | |
| Beaver | A. M. Farnsworth | Beaver | 351 | .49¼ | 250 | .35 | $1,023 00 | $288 00 | $1,311 00 | 6 | $500 00 | ..... |
| Box Elder | Mr. Bywater | Brigham City | 664 | .74 | 469 | .52½ | 2,300 00 | 1,110 00 | 3,410 00 | 7¾ | 426 00 | ..... |
| Cache | Samuel Roskelly | Smithfield | 1,573 | .59½ | 1,386 | .45 | 7,582 00 | 2,018 00 | 9,600 00 | 7½ | 3,833 00 | $275 00 |
| Davis | Anson Call | Bountiful | 522 | .64⅛ | 401 | .49½ | 3,080 00 | 1,460 00 | 4,540 00 | 9 | 600 00 | 700 00 |
| Iron | William C. McGregor | Parowan | 322 | .45½ | 351 | .35½ | 1,970 00 | 1,000 00 | 2,970 00 | 6½ | ..... | ..... |
| Juab | Thomas Ord | Nephi | 248 | .44⅛ | 174 | .31 | 500 00 | 350 00 | 850 00 | 8 | 500 00 | ..... |
| Kane | Sextus E. Johnson | Virgen | 302 | ..... | ..... | ..... | 600 00 | 200 00 | 800 00 | 9 | 22 00 | ..... |
| Millard | F. M. Lyman | Fillmore | 518 | .87½ | 246 | .41½ | 973 00 | 724 00 | 1,697 00 | 7 | 257 00 | ..... |
| Morgan | J. R. Porter | Porterville | 118 | .51 | 103 | .44½ | 450 00 | 320 00 | 770 00 | 7 | 1,700 00 | 214 00 |
| Piute* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Rich | James H. Hart | Bloomington | 427 | .69 | 240 | .39¾ | 1,200 00 | 500 00 | 1,700 00 | 8½ | ..... | ..... |
| Salt Lake | R. L. Campbell | Salt Lake City | 2,732 | .50¾ | 2,055 | .38½ | 11,694 50 | 9,189 00 | 20,883 50 | 7½ | 14,170 00 | 1,176 00 |
| San Pete | William F. Reid | Manti | 1,364 | .67¾ | 1,082 | .54½ | 5,712 00 | 2,094 00 | 7,806 00 | 7 | ..... | 450 00 |
| Sevier* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Summit | John Boyden | Coalville | 261 | .51 | 195 | .38 | 1,930 00 | 500 00 | 2,430 00 | 7 | 230 00 | ..... |
| Tooele | A. Galloway | Tooele | 475 | .51⅛ | 207 | .39½ | 1,464 00 | 334 00 | 1,798 00 | 5⅛ | ..... | ..... |
| Utah | David John | Provo City | 2,690 | .63½ | 2,134 | .50½ | 6,010 00 | 2,505 00 | 8,515 00 | 7¾ | 6,045 40 | 3,198 33 |
| Wasatch | Thomas H. Giles | Heber City | 347 | .73½ | 274 | .57½ | 825 00 | 270 00 | 1,095 00 | 6½ | 1,550 00 | ..... |
| Washington | George A. Burgon | St. George | 809 | .73½ | 685 | .62 | 2,043 00 | 767 00 | 2,810 00 | 7 | 675 00 | 300 00 |
| Weber | William W. Burton | Ogden City | 1,377 | .66½ | 665 | .32 | 5,202 87 | 1,491 25 | 6,894 12 | 5¾ | 3,634 00 | 698 00 |
| | | | 15,109 | .62½ | 10,618 | 44 | 54,559 37 | 25,120 25 | 79,679 62 | 7½ | 35,142 70 | 7,011 33 |

* Abandoned in consequence of Indian hostilities.

# WASHINGTON TERRITORY.

Organized by act of Congress, approved March 2, 1853.
Area, 69,994 square miles; population, (United States census of 1870,) 23,751.
The following letter by the Hon. James Scott, secretary of the Territory, contains all the information received from this remote portion of our country:

"WASHINGTON TERRITORY,
"*Secretary's Office, Olympia, June* 18, 1870.

"SIR: Your favor of the 27th ultimo asking for information on the 'condition of education, including total population, total school population, number of schools, teachers, children attending schools, and the amount of money raised for school purposes; also, any general and historical information and observations touching social life, education, and crime in Washington Territory,' is received.

"I regret to say the statistics of our Territory are so meager in relation to the subject named, that I can scarcely more than approximate toward giving you the desired information.

"The population of Washington Territory, as estimated from the vote at the recent election for Delegate to Congress, is about 30,000.

"SCHOOL SUPERVISION.

"We have no territorial commissioner or bureau as a head of the school system, through which the census of our school population and other statistical information in relation to our schools can be gathered. The only school officers provided for by our laws are county superintendents and district school directors. It is hoped by the friends of education in the Territory that this evil will soon be remedied by the creation of a central bureau having a supervision over all our schools, and to which the county superintendents will be required to report. The number of school population in our Territory, as well as the number of schools, teachers, and children attending school, must be conjectured to some extent.

"POPULATION OF SCHOOL AGE.

"The number of school population in Washington Territory, of course, is not as great compared with the whole population as in the States, but larger than in any of the other Territories, for the reason that it is the senior of them all, and the pioneers have had ample time to prepare homes and bring out their families.

"I think the number of school population can safely put down at one-fourth the whole population, or 7,500.

"SCHOOLS, TEACHERS, AND ATTENDANCE.

"As to the number of schools, teachers, and children in attendance on school, the best information attainable is to be derived from the books of our county school superintendents. The books of the superintendent of Thurston County show that there were in that county, in 1869, school population between the ages of four and twenty-one, 606; schools, average duration, four months, 15; teachers employed, 12; average attendance, 404.

"The proportion between the school population and number of schools, teachers, and average attendance on schools in Thurston County will hold good in the other counties, or nearly so.

"Our schools are maintained—

"1st. By proceeds of lease of school lands.

"2d. By a levy of a tax of three mills on all the taxable property in the several counties.

"3d. Fines imposed for the infraction of law.

"COLLEGES.

"Congress some time since donated two townships of the public lands for the erection of and maintenance of a territorial university. The university lands have been principally sold, and the buildings erected at or near Seattle, on Puget Sound, and the institution under the charge of Professor Hall is in as prosperous condition as could be expected in a new country. It has in attendance 70 or 80 students.

"The Methodist Episcopal Church is making arrangements to erect and endow a university at Olympia, the capital of the Territory, which promises to be a success.

"The Catholics have in operation schools at Walla-Walla, Vancouver, and Steilacoom, which I learn are in a flourishing condition.

"INDIAN EDUCATION.

"The foregoing relates to schools for whites. We have in Washington Territory an Indian population numbering about 15,000. The Federal Government sustains schools on the Indian reservations, of which we have ten or fifteen in the Territory. There is a large school of this character at the Puyallup reservation.

"SOCIETY.

"The society in Washington Territory is as good as is usually found in the States. Most of the citizens are from the New England States, bringing with them the intelligence and habits of the New Englanders. Almost all of our villages contain one or more neat church edifices, with most of the other concomitants of a good, healthy state of society.

"CRIME.

"The laws are generally respected, and where violated are vigorously enforced by the proper tribunals, so that I can safely report that we are as free from lawlessnes and crime as most older settled portions of the country.

"Very respectfully, yours,

"JAMES SCOTT,
"*Secretary Washington Territory.*

"Hon. JOHN EATON, Jr.,
"*Commissioner of Education, Washington City.*"

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## WYOMING TERRITORY.

Organized by act of Congress, approved July 25, 1868.
Area, 97,883 square miles; population, (United States census of 1870,) 9,118.

Wyoming being the youngest of the organized Territories, with few children in proportion to the whole population, has made but little progress in establishing public schools. The legislature, by act approved December 10, 1869, provided for the organization of school districts and schools, and that the auditor of the Territory shall be superintendent of public instruction, with a salary of $500 per annum for this duty. It also provides for county superintendents, a county school tax, and district school board. Dr. J. H. Hayford, of Laramie, having recently been appointed auditor and ex-officio superintendent of public instruction, is required by law to report at the next session of the legislature. In answer to letters of inquiry regarding the condition of schools, addressed to many persons in different parts of the Territory, the following replies have been received:

"OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS FOR LARAMIE COUNTY,
"*Wyoming Territory, Cheyenne, June* 4, 1870.

"SIR: The population of the county is about 3,500; school population, about 200; number of schools, 1; number of teachers, 1. Amount raised for school purposes during the last year, about $2,800.

"Two teachers were employed last year during the whole school year. One is now teaching the summer term of eight weeks.

"There are other public schools in the Territory, at Laramie, Rawlings, and at Atlantic City.

"Few children come with the first population to this new West. The mass of the people take but little interest in schools. Anything which can be done to aid us in awakening an interest in this important subject, and to help us to lay the foundation of a wise school system, will be cheerfully received and acted upon.

"Dr. J. H. Hayford, of Laramie, Albany County, has just been appointed auditor of the Territory, and ex-officio superintendent of public instruction.

"Very respectfully, your obedient servant,

"J. D. DAVIS,
"*Superintendent Public Schools for Laramie County.*

"General JOHN EATON, Jr.,
"*Commissioner of Education.*"

"SOUTH PASS, WYOMING, *June* 6, 1870.

"DEAR SIR: In reply to a communication from your Department under date of 24th May, I have to state that there are but two public schools in this Territory at present.

The first of these was erected at Cheyenne, Laramie County, during the winter of 1867–'68. The attendance at that school varied at first from 75 to 100 pupils, of ages ranging from about four to fourteen years. Subsequently the number of pupils attending this school was considerably reduced, in consequence of the openiug of a parochial school by the rector of the Protestant Episcopal Church. The total number of children under fifteen years of age who should attend school in Cheyenne, will be at present about 200. Originally a male principal and female assistant teachers were employed at the Cheyenne school. After the opening of the parochial school one teacher was found to be sufficient.

"The second public school in this Territory was established during the summer of 1868, in Laramie City, Albany County. The attendance at this school did not, I believe, at any time exceed 40 pupils of the primary class, as indeed were most of those in Cheyenne.

"The Cheyenne school-house was built at the expense (mostly by subscription) of the citizens of that city alone, but a deficiency of about $1,000 for the payment of the building having accrued in the spring of 1868, the school-house, and indebtedness too, were transferred to the county, since which time it has been a public school, under the laws, first, of Dakota, and at present of Wyoming. The Laramie school was established under the law of Dakota.

"In this (Sweetwater) county no public school-house has yet been built, or district organized. During the summer of 1869 Mrs. Robert Barker opened, in this city, a private, or rather a public school, with a charge of $1 per week for each pupil. The attendance at her school was 20 regular scholars during the summer.

"This year a parochical school was established here by the Episcopal rector, and a private school by Miss ————, but neither of them was well attended, although children seem to be as numerous as ever. So it might almost be said there is no school of any kind in this county; and as yet no steps have been taken toward the establishment of schools or organization of districts.

"The total population of this Territory will not exceed 8,000, of which there should be about 600 attending public schools daily. This county alone should have at least 150 old enough to attend school and too young to work, which latter seems to be regarded by too many parents as the chief end of man and the main object of boys. The educational interests of the Territory are generally neglected, either from indifference on the part of parents, or an avaricious disposition to make the propagation of children return early profits, or their superstitious dread that a little learning is a (more) dangerous thing for their sons and daughters than blasting in a mine, driving an ox team, or taking in washing, and marrying early. I believe that, in the cause of education, the Territory of Wyoming is behind all other States and Territories in the Union, except, perhaps, Alaska.

"Regretting that the above could not be made more satisfactory to myself, and of more importance to your department, I remain,

"Your obedient servant,

"J. W. WARDMAN.

"General JOHN EATON, Jr.,
"*Commissioner of Education, Washington, D. C.*"

A letter from A. B. Donnelly, esq., dated Rawlins Springs, July 8, 1870, gives the following information respecting the schools of Carbon County:

"Population, about 3,000; school population, 400; average attendance at schools, 200; number of schools, 2; number of teachers, 2. There is not one public school within the limits of the county, the two schools referred to being entirely private enterprises. The financial condition of the county has rendered it impossible, thus far, to spend money for school purposes, but it is hoped that when the taxes are collected a small amount may be spared from the fund set apart for district court and other purposes. The revenue is very small, as real estate and improvements are not very valuable, and the only tax levied is upon the property of the Union Pacific Railroad Company. There is very little income from fines, which revert to the school fund in cases of misdemeanors, because of the laws being pretty generally observed."

## *List of school officers.*

Dr. J. H. HAYFORD, *ex officio superintendent of public instruction, Laramie.*

### COUNTY SUPERINTENDENT.

Laramie County, J. D. Davis, superintendent; post office, Cheyenne.

*Table showing the date of organization, area, number of acres of land now surveyed, and the estimated amount of school lands in each Territory.*

| Territories. | Date of the organic act. | AREA. | | | Estimated amount of school lands. | |
|---|---|---|---|---|---|---|
| | | Square miles. | Acres. | Total number of acres surveyed up to date.* | Schools. | Universities. |
| ORGANIZED. | | | | | | |
| Arizona | Feb. 24, 1863 | 113,916 | 72,906,304 | 1,761,783 | 4,050,350 | ..... |
| Colorado | Feb. 28, 1861 | 104,500 | 66,880,000 | 7,636,327 | 3,715,555 | ..... |
| Dakota | Mar. 2, 1861 | 150,932 | 96,595,840 | 6,044,264 | 5,336,451 | ..... |
| Idaho | Mar. 3, 1863 | 86,294 | 55,228,160 | 894,511 | 3,068,231 | ..... |
| Montana | May 26, 1864 | 143,776 | 92,016,640 | 1,585,545 | 5,112,035 | ..... |
| New Mexico | Sept. 9, 1850 | 121,201 | 77,568,640 | 4,240,859 | 4,309,368 | 46,080 |
| Utah | Sept. 9, 1850 | 84,476 | 54,065,075 | 3,211,508 | 3,003,613 | 46,080 |
| Washington | Mar. 2, 1853 | 69,994 | 44,796,160 | 5,368,259 | 2,488,675 | 46,080 |
| Wyoming | July 25, 1868 | 97,883 | 62,645,120 | ..... | 3,480,281 | ..... |
| NOT YET ORGANIZED. | | | | | | |
| Indian Territory | ..... | 68,991 | 44,154,240 | ..... | ..... | ..... |
| Alaska | ..... | 577,390 | 369,529,600 | ..... | ..... | ..... |

* June 30, 1870.

# THE UNORGANIZED TERRITORIES.

## ALASKA.

Area, 577,390 square miles. Population, (about,) 30,000.

No information in regard to any schools has been received, and it is not known that any now exist within the Russian purchase, whose population, according to Mr. William H. Dall, from whose recent work, "Alaska and its Resources," all of the following matter is taken, is:

| | |
|---|---|
| "Russians and Siberians | 483 |
| "Creoles or half-breeds | 1,421 |
| "Native tribes | 26,843 |
| "Americans, (not troops) | 150 |
| "Foreigners, (not Russians) | 200 |
| "Total population | 29,097 |

"The actually civilized population is about 1,300.

"The first school was established by Shelikoff, in Kodiak, to teach the natives to read; the traders were the teachers. The second school was also in Kodiak, and the pupils received instruction in the Russian language, arithmetic, and religion. A few years after a similar one was opened at Sitka; but until 1820 it was very poor. In that year a naval officer took charge of it until 1833, when it fell into the hands of Etolin who made it quite efficient. In 1841 an ecclesiastical school was opened in Sitka, and in 1845 it was raised to the rank of a seminary. This, as well as the other schools, was in a very bad condition. In the latter pupils received instruction in the Russian language, religion, arithmetic, geometry, navigation, trigonometry, geography, history, book-keeping, and the English language.

"In the ukase of November 1859, a plan for a general colonial school was approved. It was opened in 1860 with twelve pupils; eight of these were educated for the company's service, and four were the sons of priests. A few day scholars were admitted free. After five years' study the company's students were obliged to serve the company for fifteen years, at a salary of $20 to $70 per annum. (It is to be hoped that announcement of these facts will enlighten those philanthropists who have declaimed since the purchase, that the United States were depriving the natives of the advanta-

which the company* had afforded them of a free education. The only free schools in the Territory were those of the missionaries, and in them were taught little beside the religious observances of the Greek Church and the art of reading the Sclavonic or ecclesiastical characters.) The annual cost of this school was $5,800. In 1862 it contained 27 pupils, of whom only one was a native. Only nine studied navigation. In 1839 a girls' school was established for children of servants of the company and orphans. In 1842 it had 42 pupils; in 1862, 22 pupils. The instruction was principally in sewing, washing, and other house-work. In 1825 Father Veniaminoff established a school in Unalaska for natives and Creoles. In 1860 it contained 50 boys and 43 girls. A school on Amelia Island in 1860 had 30 pupils. The priest at Nushergak in 1843 had 12 pupils. A school-house was built on the Lower Yukon, but there were no pupils."

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# INDIAN TERRITORY.

This Territory, which has an area of 68,991 square miles, is peopled with a number of tribes of Indians living on reservations. The condition of education among these tribes is described in the article on the "General condition of education among the Indians," on pages 343–344.

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## GENERAL CONDITION OF COLORED SCHOOLS UNDER THE SUPERVISION OF THE FREEDMEN'S BUREAU, JULY 1, 1870.

By the courtesy of General O. O. Howard, Commissioner of Refugees, Freedmen and Abandoned Lands, we are enabled to include in this report a summary of the general condition of the schools under his supervision, up to July 1, 1870.

In submitting his tenth and final report, embracing a period of six months preceding the above date, the Commissioner states that, although nominally the report is only for the above named period, it includes two-thirds of the usual school months, and therefore gives substantially the results of the whole year. The long vacation closed on the 31st of October, but the opening of the schools was delayed, in many cases, for the gathering of the crops. After the Christmas holidays all commenced, and by New Years were in full operation.

The reports are not as full as those of the last year, on account of changes in the superintendents; but a much higher average attendance is shown than for the preceding year, with a higher grade of teaching. The aggregate of schools, teachers, and pupils reported remains nearly as large as ever. It would be much larger if the work done by the States themselves were included.

The character of the education of the freedmen is in every respect higher than ever before. "The whole race is recovering from the effects of slavery; in all industrial pursuits, in moral status, and intellectual development even the adult population is rapidly 'marching on.'"

More than 247,000 children gathered in the various classes of schools the last year, under systematic instruction, have been steadily coming forward to a cultured manhood and womanhood, and the majority to assume, with credit to themselves, the front rank of this rising people. Their influence will be normal, formative, and enstamp itself upon many generations."

But the report, "though closing an office must not be understood as recording a finished work." "This Bureau has only inaugurated a system of instruction helping its first stages, and which is to be continued and perfected." It is "only a yet pending experiment." "The masses of these people are, after all, still ignorant. Nearly a million and a half of their children have never as yet been under any instruction. Educational associations, unaided by Government will of necessity largely fall off. The States south as a whole awake but slowly to the elevation of their lower classes. No one of them is fully prepared with funds, buildings, teachers, and actual organizations to sustain these schools." "With sorrow we anticipate, if the reports of superintendents can be relied on, the closing of hundreds of our school buildings, sending thousands of children who beg for continued instruction to the streets, or what is far worse to squalid, degraded homes to grow up not as props and pillars of society, but its pests." "The several States will ere long, we hope, come nobly forward, in duty to their children. They cannot afford to leave those in ignorance who are so soon to be upon the stage of action."

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* Russian Fur Company.

## STATISTICAL SUMMARY.

From the statistical table we obtain the following summary:

| | |
|---|---|
| Schools, day and night, (regularly reported) | 2,039 |
| Schools, day and night, (not regularly reported) | 638 |
| Total | 2,677 |
| Teachers in day and nights chools, (regularly reported) | 2,563 |
| Teachers in day and night schools, (not regularly reported) | 737 |
| Total | 3,300 |
| Pupils in day and night schools, (regularly reported) | 114,516 |
| Pupils in day and night schools, (not regularly reported) | 35,065 |
| Total | 149,581 |
| Sabbath schools, (regularly reported) | 1,108 |
| Sabbath schools, (not regularly reported) | 454 |
| Total | 1,562 |
| Teachers in Sabbath schools, (regularly reported) | 4,907 |
| Teachers in Sabbath schools, (not regularly reported) | 1,100 |
| Total | 6,007 |
| Pupils in Sabbath schools. (regularly reported) | 74,502 |
| Pupils in Sabbath schools, (not regularly reported) | 23,250 |
| Total | 97,752 |
| Total schools of all kinds | 4,239 |
| Total teachers of all kinds | 9,307 |
| Total pupils of all kinds | 247,333 |

Individuals are often duplicated in our aggregate of pupils in the different kinds of schools; we refer to previous explanations of this fact. The total amount of teaching, however, is accurately represented by the number of pupils we have given.

Schools not regularly reported have been watched and encouraged with all the care possible. The total number of regularly reported schools is not as great as in the corresponding months of last year; but such schools were, in general, much more largely attended, the total attendance being only six pupils less than last July. In our report of that date the opinion was expressed that we had, with the means in hand, obtained the maximum of attendance, and by the result of the present half year we find this prediction verified. The average attendance, however, is larger than ever, being 91,398 to 89,396 last year, or 79¾ per cent. of the total number enrolled. This average has, during the five years' existence of the Bureau, gradually increased from the first.

The freedmen sustained wholly or in part 1,324 of the above regularly-reported day and night schools, and own 592 of the school buildings. The Bureau has furnished 654 buildings.

There are 58 per cent. of total enrollment always present and 55 per cent. always punctual, showing that pupils are no less persistent in educational efforts than formerly.

The advancing standard of scholarship, from year to year, is seen in the following comparison with the corresponding half year in 1869:

| | July, 1869. | July, 1870. |
|---|---|---|
| Advanced readers | 43,746 | 43,540 |
| Geography | 36,992 | 39,321 |
| Arithmetic | 51,172 | 52,417 |
| Writing | 53,606 | 58,034 |
| Higher branches | 7,627 | 9,690 |

We also report with great satisfaction that the number of high or normal schools, and of industrial schools, have largely increased. Of the former, 74, with an attendance of 8,147 students, and the latter, 61, with an attendance of 1,750, have been in active operation.

Our efforts, by normal school instruction and other methods, to obtain colored teachers or their own race are proving successful. They, for the first time, predominate in our resent report, white teachers being 1,251 in number, and colored 1,392. The advance f these people to such places of responsibility and reliance upon themselves has een one of our first endeavors; in its realization the future is full of promise.

It will be also seen that the freedmen have, during this half year, paid for their chools $200,000—a larger amount than ever before. One evidence of the same tendency o self-support and independence.

### EXPENDITURES.

Whole amount of expenditures by this Bureau for schools from January 1, 1870, to une 30, 1870, inclusive:

| | | |
|---|---|---|
| From appropriation fund: | | |
| 'or repairs and rents for schools and asylums, and salaries of school superintendents and agents | $433,218 47 | |
| School fund: | | |
| 'or teachers, books, &c | 4,287 10 | |
| 'efugees and freedmen's fund | 5,390 50 | |
| | | $442,896 07 |
| 'y benevolent societies, churches, and individuals, (estimated) | 360,000 00 | |
| 'y freedmen, (estimated) | 200,000 00 | |
| | | 560,000 00 |
| Total | | 1,002,896 07 |

We are able to say, before going to press, that since the first of July large sums have een paid for schools and school buildings, all of which would make the above total by the Bureau" larger than in any previous six months.

## GENERAL CONDITION OF EDUCATION AMONG THE INDIANS.

The Indian tribes and bands resident within the United States are directly under ontrol of the General Government. Its authority over these scattered communities, vithin the limits which the policy so long followed in relation to them has assigned, is omplete. The General Government is the protector and guardian of this race. They re regarded as its "wards." At least such is the theory. In the progress of the nation hanges are rendered necessary in the application of this theory. Learning our duties ore clearly through the terrib e events of the past decade, we are realizing the mis-akes that have been made, as well as the obligations resting upon us.

Nothing seems more settled, as a question of national policy, than the obliteration of ich distinctions as excluded from the privileges of citizenship a large body of the eople on account of color. How soon the Indian shall become a citizen is a question r others to consider. But the conclusion is inevitable. Either citizenship or extinc-on seems to be the Indian's destiny.

What, then, is our duty? Clearly to prepare them for an intelligent acceptance of e position. We should be incited to a systematic effort for the education of the dians in our midst, not alone from a realization of the fact that experience has dearly ught that it is cheaper by far to feed and teach than to fight and slay, but from the gher motive of fitly preparing them for the duties of citizenship. Individual igno-nce is a curse. That of communities is a degradation to the people who permit its ntinuance. We have faced that issue so far as the negro is concerned, recognizing at the millions spent under the supervision of the Freedmen's Bureau have been ell invested in preparing the freed people for the citizenship they now so honorably njoy. The returns it brings are already recognized in the form of permanent peace nd national integrity, as well as in moral progress, social order, and material ben-fit resulting from the stability intelligence gives to general prosperity.

Another problem is before us in this question of Indian education, more difficult in ome respects than that which we have partially solved, which lies partially in the char-cter of the people with whom we must deal, but far more in their isolation, peculiar ituation, and the system under which they now live. To properly comprehend these lifficulties it is necessary to ascertain the facts that bear upon them. In this spirit a careful summary of the reports made to the Commissioner of Indian Affairs, so far as hey relate to the question of education, will aid the formation of intelligent judgment.

The report for 1869 is our authority in ascertaining not only the wants of the Indians, but their own desires, in regard to education. Grouping the various superintendencies into geographical divisions for a more convenient presentation of the facts, the first examined will be –

### THE INDIANS OF THE PACIFIC COAST.

In the Territory of Washington the Indians number about 22,000, distributed among more than twenty tribes. Of these only four agencies report schools as in operation. The superintendents uniformly report steady progress by the tribes under the influence of these schools, and the missions attached thereto. In each case there is complaint, however, that their usefulness is impaired through the reduction of appropriations for their maintenance. The character of the Indians at agencies where schools exist is declared to be improving. They are deeply interested in the cause of education. Of the Indians on reservations where no such influences exist, the reports are bad. They are described as lazy and debauched.

The school building on the Chehalis reservation has not been completed for want of funds. Generally it is stated that owing to the inadequate appropriations "some of the schools have suspended, and others have failed to accomplish the good expected of them."

Oregon has an Indian population of about 11,700 souls. Of these all but about 1,200 are located on reservations and under charge of the officers of the Indian Bureau. There are six schools reported. That for the Umatilla agency as having "a measurable degree of success." The Warm Spring agency asks for another school, the children living too far off to attend the only one in existence. At the Grande Ronde agency there are two schools, one being a manual-labor institution. Only one was in operation, however, "for want of means to carry on both successfully at the same time." The manual-labor school at the Siletz agency has been converted into a day school, "which has had but indifferent success." At the Alsea sub-agency no school is in existence, while at that of Klamath one has recently been established. The testimony is generally in favor of the Indians' desire for education and of the rapid improvement of the children where schools are established.

In California the Indians are variously estimated at from 20,000 to 30,000 souls. Their condition appears to be deplorable. There is no attempt at education, except as far as the Catholic mission efforts are maintained. The Spanish policy, which was also that of Mexico, regarded the Indians as possessing no usufructuary or other rights. It was the policy of conquest, and resulted first in the enslavement and then in the merging of the races. Treaties were, however, made with these Indians by United States commissioners, which were rejected by the Senate on the grounds above stated. Reservations have, however, been selected and most of the tribes gathered thereon. The utter neglect of all school facilities is disgraceful.

Nevada reports about 14,000 Indians, who are generally peaceable. Nothing is said as to education among them. Congress has made appropriations for schools and teachers.

### ARIZONA AND NEW MEXICO INDIANS.

Within these Territories the tribes most difficult to civilize or even to keep peaceable are to be found. The Apaches are worse than Ishmaelites; their hand is against every man, but they fail to have the redeeming virtue of hospitality, which is a characteristic of their Bedouin prototype. Yet even the Apaches are not entirely given up by some who have had an opportunity to study them closely. It is estimated that in Arizona there is an Indian population of about 25,000; of these, Colonel Jones, United States Army, considers 16,000 to be peaceable. Hon. Vincent Collyer, Secretary of the Indian Peace Commission, visited this Territory as well as that of New Mexico, and from his report the following facts are gathered:

The Moquis number about 4,000. They live in villages, cultivate the soil, raise sheep, show evidence of civilization, are supposed to be descended from the Aztec race, and are anxious for the establishment of schools in their midst. They live in towns. The Yumas, Chemehuevis, New River, Cocopas, Mohaves, Pimos, Maricopas, and Papagos, are all peaceable tribes, generally devoted to agriculture and stock raising. Like the Moquis, the principal tribes, as the Pimos, desire the establishment of schools and also to be taught the mechanical and industrial arts. Some of the Apache bands are desirous of peace, while with others war will continue, in all probability, until they are exterminated. The most valuable fact with regard to Arizona is the existence of the Moquis and Pimo tribes, with several smaller ones of similar character, to whose facility for acquiring a better civilization and general intelligence every one bears ready witness. The shameful neglect as to education which has hitherto characterized our conduct toward their brethren, the Pueblo Indians of the adjacent Territory, should not be repeated here.

The New Mexico Indians are estimated by the superintendent to number 19,000. Of these 7,000 are Pueblos The remainder are Apaches, Utes, and Navajoes. The educational condition of the Indians is on the same footing as the whites. It is summed up

in a few words—there is not a public school in the Territory; while, according to the census of 1850, over eighty per cent. of the population (excluding Indians, village or tribal) were wholly illiterate. There are some private schools and three or four free schools, under the Sisters of Charity; but not one supported by taxation or organized under law. The condition of the Pueblos in this respect is worse than when our Army occupied the Territory, more than twenty years ago. Under a system established three centuries since, by the Emperor Charles the Fifth, these Indians were gathered into villages and taught the arts of industry and civilization. They were instructed by the Catholic clergy, and many of the adults at the time of annexation were able to read in Spanish. This is not true of the children and those now growing up. It is eleven years since (1850) any educational appropriation was made for their benefit.

Lieutenant E. Ford, United States Army, till recently acting as their agent, recommends in his last report to the superintendent, that a suitable and commodious building be provided with garden land attached for the purpose of establishing a manual labor school. He proposes to select boys of from ten to twelve years of age. The children so chosen should, in his opinion, be considered wards of the Government, then "fed, clothed, boarded, and educated at public expense, for the space of at least three years, when they should be returned to their respective pueblos. Each year a similar number should be selected in like manner from each pueblo, and placed in the school, so that there would each year be two boys returned to every pueblo with a good rudimentary knowledge of English and Spanish. * * *

"In connection with the school there should be established a blacksmith and wheelwright shop, each under the control of a competent workman, under the direction of the agent. One or more boys, about eighteen years of age, should be selected as apprentices in each shop each year, and the term of apprenticeship should last two years. After the boys have served their apprenticeship at the agency shops, they should be established each in his respective pueblo, with the necessary tools and materials with which to commence life on his own account. * * * It will be seen that in a few years each pueblo would be furnished with a competent blacksmith and wheelwright, each self-supporting, who would do the work of their respective pueblos, and who would instruct apprentices, so that the shops at the agency could then be dispensed with.

"The expense of carrying this design, or one similar, into execution would be but trifling in comparison to the benefit the Indians would derive from it. The cost of feeding the Navajoes alone for one month would be more than ample to erect the buildings and pay the necessary salaries for one year, while the current expenses of the school and workshops would be very small."

Agent Dennison, speaking of the Utes and Apaches over whom he had control, declares it quite practicable to diffuse "among them the knowledge of agricultural and other industrial pursuits." Agent Labodé states that the Apaches under his charge, when on the reservation, showed a "desire to have schools and missionaries." Lieutenant Cooper, agent for Pueblo Indians, says that out of 7,000 "not more than one dozen can read or write." He asks the appropriation of $10,000 for school purposes, and says that the Pueblos "are very anxious for schools." Lieutenant Ford says that "they absolutely *crave* education." The Indians of New Mexico demand immediate care in this particular.

### INDIANS OF THE MOUNTAIN TERRITORIES.

Superintendent Hunt, writes of the Utes in Colorado, that no schools have been established among them. Lieutenant Speer, agent for Uncomparge Utes, says that "many of the chiefs have expressed a willingness for their children to be taught in the schools," and he (the agent) believes the establishment of a school would be of great service. Governor McCook, reporting a visit to certain bands of the Utes, says "that the chiefs all promised to send their children to school." From the Territory of Wyoming no word comes of schools. The Indians are charged with being disorderly and treacherous. In Idaho, the most advanced tribe is the Nez Percés. Their agent says that the "school progressed finely," "the children improved more rapidly than was expected." Some came fifty miles to school. Small-pox breaking out, it was closed until April 1860, when it was resumed with more scholars than before. The school superintendent says: "The Indians seemed very much pleased at the prospect of having a school." Of the Bannacks, Shoshones, and Boise Indians, their agent says: "There is quite a desire among them to cultivate the soil. * * They also manifest a great interest in having their children sent to school and educated. No schools have as yet (1860) been established."

In Montana, the superintendent, General Sully, whose experience of Indians is almost unequalled, does not give a satisfactory account of those under his charge. The agent of the Flatheads declares, that to the influence of the Catholic missionaries, and the education they have imparted, is to be attributed the peaceful condition of the tribe. The prosperity of the school is chiefly owing to their care. Major Galbraith, United States Army, who was in charge last year, recommends the establishment of an agri-

cultural school. He says the one now in operation had "been as fruitful in its success as could be reasonably expected, considering the little assistance it has received from the Government." Among the Utah Indians, 19,000 in number, it is reported "no schools have ever been established." The tale is brief and sad.

Thus it will be seen that within the four Territories named, having an Indian population of over 55,000, there are but two schools reported, only one of which is in operation, with about 35 scholars.

### INDIANS OF DAKOTA.

In this Territory some of the most important results are being worked out. It is the chief home of the warlike Sioux bands, the most powerful Indian nation now in existence. There are nearly or quite 35,000 Indians within its borders. Governor Burbank's report gives a fair insight into both educational and general work. The former, under date of October 1, 1859, was thus summed up: "There is not a school in operation." The Ponca school had been discontinued from bad management and want of sufficient appropriations. No school yet started among the Yanctons, nor at the Crow, Cheyenne, Grand River, and Upper agencies. These Indians are anxious to improve and adopt the habits of the white man; so says the governor. Captain Clifford, at Fort Berthold, says the Arickarees and Mandan Indians "want schools." Captain Poole, at Whetstone agency, thinks that the erection of a school-house and the establishment of a school "would do much toward elevating the morals of the people, and consequently conduce to peace and quiet." Agent Daniels says of the Sisseton Sioux, that "Our hope for permanent improvement among these Indians must come from the rising generation, as they are willing and desirous of learning to work. They should be taught agricultural and mechanical pursuits, as well as to read and write."

Bishop Whipple, of the Protestant Episcopal Church, writes of a visit to the Sioux, of the Sisseton and Wahpeton bands, that they "received me with great demonstrations of gratitude, and manifested a sincere desire to be guided by my advice. At my first council a Christian man said to me, 'For seven years I have prayed to the Great Spirit that he would save us from death. The sky seemed as if it was iron, and I was afraid he would not hear. I look in your face and see we are saved.' I explained to all the Indians the absolute necessity of a change in their mode of life; that it was the determination of their Great Father and the council at Washington that all Indians whom they aided must live as white men, by the cultivation of the soil. In nearly every instance the Indians consented to have their hair cut and at once adopt the habits of civilization. A system of labor was introduced which required that all who were able to work should do so, and be paid for the same out of the goods and provisions purchased for them. The results have far exceeded my warmest expectations."

William Welsh, esq., of the Indian Peace Commission, strengthens the testimony of the good bishop as to the teachability of the Sioux, in the very interesting accounts he has published of visits to the Brulé, Yancton, and Santee Sioux, as well as to the Poncas and Winnesa Chippewas. In his visit to the Yanctons he found them anxious for schools. The head chief, in responding to Mr. Welsh's talk, said, "They all agreed most cordially in an earnest desire * * to have schools, and also religious instructors." He pertinently added that "it would be wiser to send teachers than to censure men for following the customs of their fathers." The Brulé, Sioux, and the Poncas plead earnestly for instruction; the latter especially, apparently desiring the establishment of a school more, even, than food, though almost in a starving condition. Mr. Welsh asks the aid of this Bureau in coöperating with Indian agents and their helpers, especially as to the preparation of works of instruction, &c. The same request comes from others. There are no means at this Bureau's disposal for such work.

### INDIANS IN NEBRASKA AND KANSAS.

The condition of affairs among the Nebraska Indians is better than the average with regard to educational progress. The superintendent and most of the agents within this State are members of the Society of Friends. They have the advantage, in entering upon their work, of settled convictions, distinct purposes, and definite modes of accomplishing them. There are several important experiments now being pushed with zeal and good results. Superintendent Janney argues strongly for systematic effort at education. He is earnest that well-conducted schools should be maintained among the Indians.

Perhaps the most interesting testimony offered on this subject of Indian education and consequent civilization is seen in the progress of the Santee Sioux under the charge of the Rev. S. D. Hinman, a devoted priest of the Protestant Episcopal Church, who is truly leading this band from savage pursuits into peaceful habits and religious lives. Mr. Welsh, in his report of a more recent visit to their mission, gives an animated account of the progress made. Their agent says that they, "as a general thing, are industrious and sober people, easily managed, very sensitive to reproof, and thankful for commendation." The Santee Sioux "occupy the door to the upper country," and the Santees, if properly encouraged, "may be made the teachers of the whole Dakota nation."

The Omahas have a mission school, but they desire other arrangements made with the funds. Day schools, conveniently located, are asked for. The Pawnee manual-labor school is spoken of as being very beneficial to that tribe. The conduct of those educated in it has made a favorable change in the minds of the headmen. The Ottoes and Missourias were without schools; they are regarded as capable of "being readily improved in their physical and moral condition." The Sacs and Foxes have no school. They are reported as dissolute and idle, while the Iowas, under the same agent, with a good school in operation, are reported as improving steadily.

The Indian tribes in Eastern Kansas have had, as a rule, some sort of educational facilities. Where these have been persistently maintained the Indian's condition is good; where intermittent, or wholly neglected, the reverse is true. Among the Kickapoos only twelve out of sixty-four of suitable age are attending school. They now express desire for more schools and teachers. The Pottawatomies are better off in this respect. A Catholic mission has long been maintained among them, and in 1869, 225 children were attending school. There is a band, however, who persistently decline to send their children. Recently they agreed to coöperate in the organization of schools among themselves. There is the widest difference between their condition and that of the farming Pottawatomies, several hundred of whom have taken their lands in severalty and become citizens. The Sacs and Foxes of the Mississippi have, owing to divided councils, not made as much educational progress as they might have done. The Munsees are Christian Indians, cultivating small farms, and educating their children. The Shawnees, now removing to the Indian Territory, have had schools for years past, and are, as a rule, quite prosperous and progressive. The Kaw, or Kansas Indians, give encouragement to the idea of a mission school, and show more than usual willingness to benefit by such efforts. Most of the other tribes in this superintendency have removed to the Indian Territory, or are now doing so. The "Plain Indians," Cheyennes, Arapahoes, Kiowas, &c., who have kept a portion of this frontier in alarm, are now gathered on reservations in the western part of that Territory, under military control, and subject to influences of an important character. General Hazen, United States Army, in a letter to this Bureau, asks if there are any funds at its disposal which could be used for the promotion of education among these tribes, now first placed on reservations. He says the whole school scheme is very backward in the Indian Territory. The agent in charge declares these Indians anxious to improve. The Wichitas may be made an "enterprising and self-sustaining people." The agent says "several of the chiefs are desirous of having a school for their children, and some have expressed a wish to have some white women among them to teach their squaws the arts of civilized life." General Hazen, in closing his report, says:

"No more theories or experiments are needed, but an honest administration of the benefits granted by Congress, and honest industry in farming and teaching, with the wholesome example of Christian morality on the reservations, and the most absolute coercion outside of them."

## THE INDIAN TERRITORY.

Such mention of the nomadic tribes now located within this section as is deemed necessary was made in the remarks on Kansas, for the purpose of regarding the civilized Indians by themselves.

There are five nations, all of them formerly residents of the Southern States. They represent the most powerful tribes of their race east of the Rocky Mountains, excepting the Dakotas. Having had for two generations and more the advantages of an ordered form of government with elective officers and written constitutions and laws, their condition, educationally, becomes a matter of grave importance. Unfortunately there has intervened the terrible curse of civil war, which almost destroyed their corporate existence; yet the activity displayed by each of the five nations since the war closed, is the best evidence of the genuine growth that had been attained.

The Cherokees number, according to census of 1868–'69, 14,000 persons; the Creeks, 12,294; the Choctaws and Chickasaws, 17,000 (the latter being about 4,500;) and the Seminoles 2,136; in all 45,430. This includes several thousand colored persons, now by treaty citizens of the various nations. Each nation provides by law for the establishment of district schools, as well as others of a higher character. The several constitutions have declarations similar to the following: "Religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools and the means of education shall be forever encouraged in this nation."

There is a superintendent of schools elected or appointed in each nation, which is divided into districts, having school boards in charge of the buildings and schools thereof. This is the general organization. Only partial returns are accessible. From them it appears that in March 1869, there were among the Cherokees 32 schools in operation within nine districts. The condition of the buildings in five was reported as good. Thirty-two teachers were employed, at an average salary of $40 per month, except in one instance. The total monthly payments for teachers at that date was $1,280. Taking ten months as the school year, the cost of teachers alone would be $12,800.

There were formerly two or three excellent high schools in operation, and at least one female academy of superior character. These were all stopped by the war, and have not as yet been set in operation again. S. S. Stephens, Cherokee superintendent of public schools, in his report, says:

"The progress of our common schools during the past year has been great; our people are manifesting the interest which the importance of the subject demands. It is manifest to all thinking persons that we are trying to keep pace with our ever-advancing age; the hatred of men is every day lessened by the gradual improvement of our people; let us have our high schools put into operation. I trust that when you are called upon to act on this question we shall all take lofty ground and cast our votes that the blessings of education shall be conferred on every child of the nation."

The average attendance was 886, while the number enrolled was 1,614. Fourteen more schools were provided for by the last legislative council, and are probably in operation at this time. The teachers are nearly all Cherokees, the females being chiefly graduates of their national academy. The Cherokees have large educational and orphan trust funds in the hands of the General Government, the annual interest on which is over $19,000.

The character of the Choctaw organization is similar to that among the Cherokees. The superintendent reports, under date of September 1869, the "total number of schools in the three districts, 69; total number of scholars, 1,847; amount of money expended in the three districts for schools from September 1, 1868, to March 31, 1869, $19,369 04." He also reports that—

"Twenty Choctaw children are educated in the different States under the forty youths' funds treaty stipulation—six male at Cumberland University, Lebanon, Tennessee; five male scholars at King's College, Bristol, Tennessee; two female at Martha Washington College, Abingdon, Virginia; four female at McMinnville College, Tennessee; one female at Paris, Texas; one male at Kentucky. One has returned home. Seven thousand dollars have been deposited in the hands of each of their treasurers, in advance, from 1st of February 1869, to the 1st of February 1870, to be used for the benefit of the above-mentioned twenty scholars. Also, two young men are educated in the States by special acts of the general council—one at Bristol, Tennessee, at $250 annually; one at Dartmouth College, at $350 annually."

Two high boarding-schools have been reopened during the present year. Superintendent Le Flore says there is a great desire among parents to educate their children in the States, so that they can learn the English language.

No general reports are accessible from the Creeks and Chickasaws. It is stated that among the former nearly one-half read their own language; many write it. There are twenty day schools, and twice as many are needed. School-books in the Indian languages are very much desired. There is an excellent mission school at Tallahassee, carried on jointly by the nation and Presbyterian Board of Foreign Missions, the latter paying superintendent and teachers, the former paying all other expenses. Superintendent Worcester writes that there are eighty scholars, and says: "We have been greatly encouraged by the eagerness with which the people send their children to the school, and by the evident desire of the Creek national council to sustain us to the utmost of their ability."

The Seminoles had three schools in operation during 1869, with 140 scholars. A fourth school is now started, and the Presbyterian Board is nearly ready to occupy a new mission-house. The superintendent says: "It is very gratifying to witness the avidity manifested by both parents and children for education in this nation. The principal chief and other chiefs have frequently visited the schools and addressed the pupils, urging them in the most earnest and affectionate manner to obey their teachers and improve their present golden opportunities."

It is evident that an excellent foundation is laid. But much greater facilities are needed, as well as a better system and improved buildings, apparatus, and text-books. Two-thirds of the school population are without any education, or at least are not in attendance. Leaving out the additional population of nomadic Indians west of the present Cherokee boundaries, there are from 8,000 to 10,000 partially civilized people moving in from Kansas. A general system ought to be devised and placed under the direction of a suitable person, paid by the government, and with the means of organizing and directing public schools at his command.

## INDEPENDENT AGENCIES.

The principal of these are in charge of the various Chippewa bands, located in Minnesota, Wisconsin, and Michigan, and numbering about 19,000 persons. Of those in the first-named State, a good report is made. The Pembinas are roving, and generally beyond the line of settlement. The Red Lake band are reported as "a sober, industrious, and well-behaved tribe." They have made earnest and repeated requests for a school. The Mississippi Chippewas have no school, though an effort is making to establish one. There is a school for the Pillagers, a tribe to whom a bad character as well as bad name is given, conducted on the manual-labor plan.

An excellent general character is given the Lake Superior Chippewas, though little is said as to school matters. The agents say of them: "That these Indians are susceptible of improvement and civilization there can be no doubt, but to reclaim and civilize them is a work of time—the work of a generation, or perhaps generations. *Patience*, *justice* and *truthfulness* being constantly exercised toward them, is sure to result in their gradual improvement." They are mostly connected with the Catholic missions, ong located among them. In Michigan, the Ottawas and Chippewas are generally inclined to become citizens.

The Stockbridges and Oneidas, of the Green Bay (Wisconsin) agency, appear to be doing well. Their agent says:

"The Stockbridges are generally well educated; most of them speak, read, and write our language, and are capable, under proper guardianship, of becoming an intelligent, enterprising, and prosperous people.

"The Oneidas are steadily advancing in the acquisition of the manners and customs of civilized communities. It is believed that the best interests of the Oneidas will be promoted by allotting farms to such as desire them, and creating with the avails of their surplus lands a permanent fund for the maintenance of schools among them."

They have schools near Keshena and at Oneida, with an average attendance of 251 scholars.

The "New York Indians" number in all 4,991, of whom 2,427 are children. The schools are under the State laws. There are in all twenty-two district schools, which are reported as very well attended. On the Tonawanda reservation buildings for a manual-labor school are in process of construction. The State legislature provide for one-half the needed amount, and the Indians find the balance, and eighty acres of land for farm purposes. The attendance at the schools is larger and more regular, and the tribes are improving socially, morally, and financially. These Indians are reported to be increasing in number, which was the case also with the nations within the Indian Territory, before the rebellion.

There are several small bands of vagrant Indians scattered through various States, and nothing is said about or done for them in the matter of education.

## THE INDIANS IN ALASKA AND THE ALEUTIAN ISLANDS.

The newly-acquired northwest Territory contains, it is estimated, an Indian population of at least 70,000 souls. They present characteristics differing widely from those we have been accustomed to observe. With the exception of the Esquimaux they are represented as active and intelligent. According to a report made to the War Department by Major General Halleck they may be classified under four general divisions, and again subdivided in eighteen tribes and bands.

Hon. Vincent Colyer, of the Indian peace commission, who visited the Territory, gives interesting facts bearing on the present condition of these tribes, the existing facilities for education and the progress already made. At the first village he reached the houses were arranged interiorly like ship's cabins, and had doors and windows, with glass sashes. He found them quick in imitation, even to the extent of skillful drawing. Some of the young men were good mechanics. The Koloshan division, living in Southeast Alaska, are quick, shrewd, and willing to learn. Surgeon Bailey, United States Army, medical director, says of the Indians about Sitka, that they are "a civil and well-behaved people. They do not want bayonets to keep them in subjection, but they do need honest, faithful, and Christian workers among them, who will care for them, teach and instruct them in the useful arts, and that they are responsible beings." Mr. Colyer called a meeting of the chiefs to ascertain if they cared for schools, &c. To all such propositions they gladly assented, promising to secure the children's attendance, and also that of the unemployed people at the schools. Among the islanders, Mr. Colyer found a considerable degree of intelligence. In one (Oukamack) he found over a hundred able to read in the Russian language. A priest of the Greek Church lives among them. At another island the natives were erecting a new church, the cost of which they defrayed themselves. The Aleutes are nominally members of the Russo-Greek Church. A few can read and write. The few schools on these islands are hardly worthy the name. Various witnesses are cited by Mr. Colyer, who all testify to the Indians' capacity for improvement. The interior tribes are said to be a peaceable race. The Aleutians, he says, "are a very quiet race, and nearly all Christians." (Greek Church.) Mr. Dodge, ex-mayor of Sitka, says of the Alaska Indians, that "they are of a very superior intelligence." The Sitka post trader says they "are industrious and ingenious." He urges industrial mission schools.

It is suggested that their tribal life should be utilized as local municipal germs. We should provide a good system of schools and instructors in the useful arts; give magisterial powers to the heads of missions and to the principal teachers; encourage the chiefs in the habit of regarding themselves as civil officers charged with preserving the law. An experiment of this character in British Columbia has worked well. There can be no escape from the duty devolving upon the General Government in this matter. The facts are sufficient to warrant the hope that the pressing necessity for comprehensive action will be at once recognized.

## INDIANS IN BRITISH NORTH AMERICA.

At the last session of the present Congress, F. N. Blake, esq., United States consul at Hamilton, Ontario, British North America, made, through the State Department, an interesting and valuable report as to the "management of Indians in British America," from which the following extracts and information relative to schools and education are given:

"In each Indian settlement of importance, there is, at least, one school. Altogether, in the different parts of the Dominion, these schools are not less than fifty-three in number. The teachers appear to be selected with due regard to the religious tenets of the tribe, and to other circumstances. The Wesleyan Methodists are conspicuous in promoting the diffusion of education among the Indians, but in addition to this denomination and the New England Society already mentioned, the Seminary of Montreal, the Church of England, the Congregational Society, and the Colonial Church Society also contribute, and yet aid is far more frequently given from the funds of the Indians themselves than from any other single source. It is always furnished when other means are inadequate. In such cases the payments are made out of the funds of the band at quarterly periods, by checks from the office of the Indian branch. Occasionally the salaries of the clergymen are supplied from the same sources. It is also usual in some of the bands, when assembled in council, to vote provisions for widows, the aged or infirm, and other persons in indigent circumstances.

* * * * * * *

"The desire of the Indians for schools is one of the most significant indications of the progress toward improvement, which, however slow, does certainly exist. Those who are best informed in regard to them agree in saying they so far appreciate the blessings of civilization that even such of them as prefer for themselves the wild freedom of a savage life are anxious that their children should be educated like those of the white man. The young people entertain more decidedly than their seniors a proper sense of the benefits of education; and it should not be forgotten that in this, as well as in every other method of assimilation to the ways of civilized man, the Indians who have adopted Christianity are, as might well be expected, far more progressive, and cling less to the ways handed down to them from their forefathers, than those who yet adhere to paganism."

According to the tables annexed to the report, there are in the four provinces of Ontario, Quebec, Nova Scotia, and New Brunswick, an Indian population, under the control of the Dominion Government, of 23,192 persons. These figures are based on census returns made in 1867 and 1868. An increase of 207 persons for the last year is shown. The school returns for 45 schools show an attendance of 2,626 boys and girls. One school is set down as an industrial school. Seventeen schools are sustained out of the funds of the bands, seven in part therefrom; while the balance are supported by religious organizations, or the famous "New England Society," well known to all students of colonial annals. It still maintains ten schools, eight of them among the "Six Nations"—descendants of those who followed Capt. Brandt from New York to Canada, after the Revolution. The funds referred to as used for the maintenance of schools, is obtained from the proceeds of land sales; a matter which is kept strictly within the hands of their Indian Bureau. So also of the proceeds derived from the sale of timber, cut from the general reservation. Out of the interest derived from these funds are the appropriations made. It is very evident that the Indians are doing better, morally and intellectually, in the British colonies than among us.

Mr. Blake describes the industrial school at Brantford, chief town of the Six Nations. At the time of his visit 80 children were in attendance. The school has substantial buildings and a fertile farm of 200 acres. A plain English education is the aim sought by the teachers. The children are also fed and clothed at the expense of the "New England Society," which has this school in charge. Provision is made for sending those who show proficiency and ability to higher schools. A striking feature is the care taken to instruct in practical agriculture. The Indians prefer farming to mechanical pursuits, not from inaptitude to the latter, but from the comparative independence of the former. The boys work at stated tasks in the fields and barns, under direction of the farmer, and the girls are instructed in household duties, and such labors as belong to farm life, including the dairy, spinning, &c. Since the pupils have been boarded, greater progress has been attained. The reason for the success achieved under this plan is stated by Mr. Blake to be the fact that the parents usually resided far from the school and were always tempted to retain the children at home, in order to do something about the house or farm. If such statement is true of the civilized farmers of the Ontario "Six Nations," how much more it is of our semi or wholly nomadic tribes! Industrial schools such as this at Brantford are absolutely essential to the success of any systematic attempt at educating the Indian children of this republic. Such schools—one at least for every tribe or considerable band—is demanded as the controlling unit of any comprehensive effort.

### GENERAL PROVISIONS FOR INDIAN SCHOOLS, ETC.

In Table A, hereto annexed, will be found a compendious presentation, showing, for the year 1869–'70, the estimated Indian populations, the number of schools, teachers, and scholars, so far as they are ascertainable, as well as the appropriations made for educational purposes, with some of the funds contributed by religious bodies or paid by the tribes themselves for the support of schools and missions among them. This table is necessarily incomplete. Nor, can all the sums spent by the Indian Bureau for school purposes, be definitely ascertained. Superintendents and agents have discretionary power. There are large appropriations for ten or twelve tribes which include education as one of a number of objects for which the sum named is to be used. It is estimated that the total amount appropriated by the General Government was $246,418 90; that by religious bodies at $16,585 56, and by the Indians $23,022 92; being a total of $289,027 38. The number of schools is estimated at 153, teachers 194, and scholars at 6,904, while the total Indian population is estimated at 380,629 persons.

Table B, also annexed, shows the liabilities of the United States for educational purposes under existing treaties. The authority, therefore, is the report for 1869 of the Indian Commissioner and the statutes of the United States for 1869–'70. It appears then that the liabilities, exactly stated, (excluding Indian school trust funds,) as per existing treaties, amount to $443,400 02. Two hundred and twenty thousand dollars is added for appropriation running indefinitely or at will of the Executive. Add to these figures the Indian bonds held in trust for the schools and orphans of various tribes, ($1,441,420 69,) and we have a total liability of $2,104,320 71. The distinct educational appropriation on this total annually called for under treaty amounts to $135,831 56.

The trust funds held for the purposes embraced in this paper belongs to the tribes named and are, as set down to them, as follows:

| | | | |
|---|---|---|---|
| Choctaws | $390,257 80 | Cherokees, school and orphan.. | 382,942 89 |
| Creeks | 200,000 00 | Delawares | 11,000 00 |
| Seminoles | 70,000 00 | ..... | 2,000 00 |
| Kickapoos | 100,000 00 | | |
| Osages | 69,120 00 | | 1,441,420 69 |
| Miamies | 50,000 00 | | |
| Pottawatomies | 166,100 00 | | |

Taking the Indian population, as stated in Table A, at 380,629, and estimating the children and others for whom instruction should be provided, at one in three, and we have a school population of 123,543. Estimating at the rate of one in four, and we have a total of 95,132. The average between these figures will be 109,437. It may be thought that the ratio is too large, but when it is remembered that a thorough system of Indian education must necessarily include younger children than any ordinary system does, as well as those of adult age, the highest figures, rather than the lowest, will be within the mark. Contrast the necessity with what is being done. If we add, for defective information, &c., to the number of scholars now given, (6,904,) enough to make the total 10,000, which is a liberal estimate, we shall see only one child in ten or eleven receiving even the simplest rudiments of education.

Appropriations for Indian educational purposes were first made in 1806. The total expenditure is estimated at about $3,000,000, while it has been estimated that at least $500,000,000 have been expended in Indian wars. It is estimated that the educational expenditure now stands as one dollar in ten of the total appropriations for the relief and civilization of the Indians.

### RELIGIOUS SOCIETIES.

The Presbyterian, next to the Catholic Church, stands foremost for its efforts at civilizing and educating the Indian tribes in the United States. According to tabular statements, furnished by the Rev. John C. Lowrie, Secretary of the Board of Foreign Missions, it appears to have maintained, in whole or part, since 1834, missions to eighteen tribes, besides having the charge of the New York Indian Orphan Asylum. The highest number in any one year has been 9; the lowest 2. Since 1837 these missions have received material aid from the General Government to the extent, in all, of..... $429,958 27

The board has expended, for Indian missions, during the same period.. 390,100 80

Making a total of..... 820,059 07

During the period of thirty-five years, over which the efforts of this board extend there is an aggregate report of 7,730 scholars.

## TABLE A.

| Tribes. | Population. | Schools. | Scholars. | Teachers. | Amount of appropriations. | Amount contributed by religious societies. | By the tribe and other sources. | Total. | Under charge of what denomination. |
|---|---|---|---|---|---|---|---|---|---|
| **NORTHERN SUPERINTENDENCY.** | | | | | | | | | |
| Winnebagoes | 1,343 | 2 | 135 | 2 | ..... | $270 00 | ..... | $270 00 | Friends. |
| Omahas | 1,020 | 1 | 40 | ..... | ..... | 2,005 36 | $2,812 50 | 4,817 86 | Presbyterians. |
| Ottoes and Missourias | 440 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Various denominations. |
| Pawnees | 2,398 | 2 | 56 | 4 | $5,000 00 | ..... | ..... | 5,000 00 | Do. do. |
| Sacs and Foxes of Missouri | 90 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Do. do. |
| Iowas | 228 | 1 | 54 | 1 | 2,875 00 | ..... | ..... | 2,875 00 | Friends. |
| Santee and other Sioux | 970 | 2 | 259 | 8 | 10,000 00 | 6,500 00 | 395 00 | 16,895 00 | Episcopalian, Congregational, and Presby'n. |
| **CENTRAL SUPERINTENDENCY.** | | | | | | | | | |
| Pottawatomies | 2,025 | 1 | 221 | 10 | 5,000 00 | ..... | *3,500 00 | *8,500 00 | Catholic and Baptist. |
| Kickapoos | 265 | 1 | 20 | 1 | 5,000 00 | ..... | ..... | 5,000 00 | |
| Sacs and Foxes of Missouri | 654 | 1 | 10 | 1 | ..... | ..... | ..... | ..... | |
| Chippewas and Christians | 68 | 1 | 25 | 2 | ..... | 1,340 19 | 200 00 | 1,540 19 | Moravian and Presbyterian. |
| Comanches | 2,538 | | | | | | | | |
| Kiowas | 1,928 | ..... | ..... | ..... | 1,000 00 | ..... | ..... | 1,000 00 | |
| Apaches | 288 | | | | | | | | |
| Wichitas and affiliated bands | 1,616 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Arapahoes, estimated | 1,440 | | | | | | | | |
| Cheyennes | 1,950 | ..... | ..... | ..... | 1,000 00 | ..... | ..... | 1,000 00 | |
| Peorias and affiliated tribes | 220 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Miamies | 117 | ..... | ..... | ..... | 2,500 00 | ..... | ..... | 2,500 00 | |
| Delawares, (now merged in the Cherokees) | 1,005 | ..... | ..... | ..... | 2,304 00 | ..... | ..... | 2,304 00 | |
| Osages | 4,481 | 1 | 84 | 2 | 21,456 00 | ..... | ..... | †21,456 00 | Catholic. |
| Kansas | 781 | ..... | ..... | ..... | 1,471 01 | ..... | ..... | 1,470 00 | Do. |
| Quapaws | 274 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Senecas and Shawnees | 338 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Shawnees | 649 | ..... | ..... | ..... | 2,000 00 | ..... | ..... | 2,000 00 | |
| Wyandotts | 175 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| **SOUTHERN SUPERINTENDENCY.** | | | | | | | | | |
| Creeks | 12,294 | 21 | 81 | 3 | 12,000 00 | 2,087 46 | 6,423 14 | 20,510 60 | One Presbyterian mission. There are a number of district schools in each of these nations, sustained by taxes and tuition fees. |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **NEW MEXICO SUPERINTENDENCY.** | | | | | | | | | |
| Navajoes | 9,500 | 1 | 22 | 2 | ..... | 900 00 | ..... | 900 00 | Presbyterian. |
| Utes, (three bands or tribes) | 1,484 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Apaches, (four tribes) | 2,888 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Pueblos | 7,090 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| **COLORADO SUPERINTENDENCY.** | | | | | | | | | |
| Utes, (two tribes) | 7,300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| **DAKOTA SUPERINTENDENCY.** | | | | | | | | | |
| Sioux, (nine bands) | 23,820 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Yancton Sioux | 2,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Wahpeton and Sisseton Sioux | 1,800 | 1 | 62 | 1 | ..... | 2,160 00 | ..... | 2,160 00 | American Board of Foreign Missions. |
| Poncas | 768 | 1 | 50 | 2 | ..... | ..... | ..... | ..... | |
| Assinaboines, and affiliated tribes | 5,270 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| **IDAHO SUPERINTENDENCY.** | | | | | | | | | |
| Nez Percés | 3,200 | 1 | 50 | 4 | 9,700 00 | ..... | ..... | 9,700 00 | |
| Shoshones and Bannacks | 1,168 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Pend d'Oreilles | 700 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Cœur d'Alenes | 300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Spokanes | 400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Kootenays | 400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| **WYOMING SUPERINTENDENCY.** | | | | | | | | | |
| Bannacks and Shoshones | 2,400 | ..... | ..... | ..... | 1,000 00 | ..... | ..... | 1,000 00 | |
| **MONTANA SUPERINTENDENCY.** | | | | | | | | | |
| Blackfeet, (three bands.) | 6,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Crows, (two bands.) | 3,953 | ..... | ..... | ..... | 3,000 00 | ..... | ..... | 3,000 00 | |
| Assinaboines | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Gros Ventres | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Flatheads | 550 | 1 | 30 | 3 | 2,100 00 | ..... | ..... | 2,100 00 | Catholic. |
| Upper Pend d'Oreilles | 700 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Kootenays | 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Northern Arapahoes | 1,800 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Bannacks and Shoshones | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

*Paid by individual Indians.

†$18,000 for new school and church building in the Indian Territory.

TABLE A—Continued.

| Tribes. | Population. | Schools. | Scholars. | Teachers. | Amount of appropriations. | Amount contributed by religious societies. | By the tribe and other sources. | Total. | Under charge of what denomination. |
|---|---|---|---|---|---|---|---|---|---|
| WASHINGTON SUPERINTENDENCY—Continued. | | | | | | | | | |
| Makahs | 600 | ..... | ..... | ..... | $2,500 00 | ..... | ..... | $2,500 00 | |
| Yakamahs | 3,400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| S'Klallams and other tribes | 1,500 | 1 | 20 | ..... | 6,500 00 | ..... | ..... | 6,5 0 00 | |
| Dwamish and other tribes | 5,000 | ..... | ..... | ..... | 3,000 00 | ..... | ..... | 3,000 00 | |
| Quinaielts and other tribes | 658 | 1 | 12 | ..... | 2,500 00 | ..... | ..... | 2,500 00 | |
| Puyallups and other tribes | 750 | 2 | 50 | 5 | 1,000 00 | ..... | ..... | 1,000 00 | Catholic. |
| Chehallis and other tribes | 900 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Colville and other tribes | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| ARIZONA TERRITORY SUPERINTENDENCY. | | | | | | | | | |
| Pimas | 3,914 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Maricopas | 363 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Papagos | 6,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Moquis and Orivas Pueblos | 9,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Apache bands | 8,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Yumas | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Yavapais | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Mohaves | 4,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Hualapais | 1,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| NEVADA SUPERINTENDENCY. | | | | | | | | | |
| Pah-Utes | 8,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Bannacks | 1,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Shoshones | 2,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Washoes | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Southern Pah-Utes | 2,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| CALIFORNIA SUPERINTENDENCY. | | | | | | | | | |
| Hoopa Valley Reservation Indians | 975 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Round Valley Reservation Indians | 1,022 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Mission Indians | 3,300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Catholic. |
| Coahuilas | 1,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Kings River | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **OREGON SUPERINTENDENCY.** | | | | | | | | | |
| Wascos and others, Warm Springs Agency | 1,025 | 1 | 27 | 1 | 8,700 00 | | | 8,700 00 | Catholic. |
| Molels and others, Grande Ronde Agency | 1,100 | 1 | 11 | 1 | | | | | |
| Shastas and others, Siletz Agency | 2,300 | 1 | | | | | | | |
| Umatillas and others, Umatilla Agency | 850 | 1 | | | | | | | |
| Modocs and Snakes, Klamath Agency | 4,000 | 1 | | 1 | 2,000 00 | | | 2,000 00 | |
| Aleuts and others, Aleut Agency | 500 | | | | | | | | |
| Indians scattered along the rivers | 1,000 | | | | | | | | |
| **UTAH SUPERINTENDENCY.** | | | | | | | | | |
| Northwestern Shoshones | 1,200 | | | | | | | | |
| Western Shoshones | 1,000 | | | | | | | | |
| Goship Shoshones | 800 | | | | | | | | |
| Weber Utes and nine other bands | 9,000 | | | | 2,000 00 | | | 2,000 00 | |
| **INDEPENDENT AGENCIES.** | | | | | | | | | |
| ***New York.*** | | | | | | | | | |
| Senecas | 3,320 | *24 | | 24 | | | | | |
| Onondagas | 342 | | | | | | | | |
| Oneidas | 286 | 11 | 1,800 | 5 | 2,000 00 | $350 00 | $9,565 56 | 12,115 56 | |
| Cayugas | 767 | | | | | | | | |
| St. Regis | 870 | | | | | | | | |
| ***Wisconsin.*** | | | | | | | | | |
| Stockbridges, Munsees, Oneidas, and Menomonees | 3,036 | 3 | 261 | 5 | | | | | Episcopal and Methodist. |
| Chippewas of Lake Superior, of the Mississippi, and Mackinaw Agencies | 19,249 | 1 | 29 | 1 | 8,800 00 | | | 8,811 00 | Congregational "Pillager" Band. |
| **WANDERING BANDS.** | | | | | | | | | |
| ***Wisconsin.*** | | | | | | | | | |
| Winnebagoes and Pottawatomies | 1,500 | | | | | | | | |
| **IN STATES.** | | | | | | | | | |
| ***Florida.*** | | | | | | | | | |
| Seminoles | 500 | | | | | | | | |
| ***North Carolina.*** | | | | | | | | | |
| Cherokees | 2,000 | | | | | | | | |

* District schools.

† Orphan asylum, Presbyterian.

TABLE A—Continued.

| Tribes. | Population. | Schools. | Scholars. | Teachers. | Amount of appropriations. | Amount contributed by religious societies. | By the tribe and other societies. | Total. | Under charge of what denomination. |
|---|---|---|---|---|---|---|---|---|---|
| *Texas.* | | | | | | | | | |
| Lipans and Tonketons | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| *Iowa.* | | | | | | | | | |
| Sacs and Foxes | 262 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| ALASKA SUPERINTENDENCY. | | | | | | | | | |
| Indian tribes, total estimated | 70,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| Total | 380,629 | 173 | 6,904 | 194 | $146,418 90 | $16,585 56 | $26,022 92 | $189,227 38 | |
| General appropriation for industrial and other schools | ..... | ..... | ..... | ..... | 100,000 00 | ..... | ..... | 100,000 00 | |
| Total appropriations | ..... | ..... | ..... | ..... | 246,418 90 | ..... | ..... | 289,027 38 | |

RECAPITULATION.

| | |
|---|---|
| Total Indian population, census and estimated | 380,629 |
| Total schools, estimated | 153 |
| Total scholars, estimated | 6,904 |
| Total teachers | 194 |

*Expenditures*, 1869–'70.

| | |
|---|---|
| Appropriated by General Government | $246,418 90 |
| Expended by religious societies, (in part) | 16,585 56 |
| Expended by the tribes, individual Indians, and others | 26,022 92 |
| Total | 289,027 38 |

## TABLE B.

*liabilities of the United States for educational purposes, as per treaty stipulations; vide report of Indian affairs, 1869.*

| Name of tribe. | Number of annual payments required. | Annual appropriation required. | Total to be appropriated. |
|---|---|---|---|
| iowas, and Comanches | Continuous. | $1,000 00 | * |
| Gros Ventres, and Mandans | ..... | ..... | ..... |
| s | ..... | ..... | ..... |
| Bloods, and Piegans | ..... | ..... | ..... |
| and other bands in Willamette | | | |
| regon | ..... | ..... | ..... |
| and Arapahoes | ..... | 1,000 00 | * |
| ..... | ..... | ..... | ..... |
| Fort Boise | 4 | 800 00 | $3,200 00 |
| Lake Superior | 4 | 3,000 00 | 12,000 00 |
| Mississippi | 6 | 666 67 | 4,000 02 |
| Mississippi | 7 | 4,000 00 | 28,000 00 |
| Pillagers, &c | ..... | 1,000 00 | * |
| Pillagers, &c | 4 | 3,000 00 | 12,000 00 |
| a) | ..... | 19,512 89 | ..... |
| s, Middle Oregon | 9 | 1,000 00 | * |
| ..... | ..... | 10,000 00 | ..... |
| ..... | 19 | 3,000 00 | 57,000 00 |
| r (*c*) | 20 | 1,200 00 | 24,000 00 |
| nd allies, Washington Territory | 9 | 3,000 00 | 27,000 00 |
| nd confederates | 9 | 2,100 00 | 18,900 00 |
| s (*d*) | 20 | 1,200 00 | 24,000 00 |
| ..... | ..... | ..... | ..... |
| trust fund) | ..... | 120 00 | ..... |
| (*e*) | ..... | 5,000 00 | ..... |
| nd Modocs (*f*) | 16 | ..... | ..... |
| nd Modocs | 15 | 2,1000 00 | 23,700 00 |
| nd Modocs | 10 | ..... | ..... |
| ..... | 9 | 2,500 00 | 22,500 00 |
| s | ..... | ..... | ..... |
| ansas (*g*) | ..... | 2,500 00 | ..... |
| diana | ..... | ..... | ..... |
| vnees, Bannacks, and Sheep-eaters | ..... | 2,000 00 | * |
| ..... | ..... | 3,000 00 | * |
| ..... | ..... | ..... | ..... |
| ..... | 10 | 3,700 00 | 37,000 00 |
| ..... | 15 | 3,000 00 | 45,000 00 |
| ..... | 11 | 3,000 00 | 33,000 00 |
| Puyallup, and others | 4 | 2,000 00 | 8,000 00 |
| heyennes and Arapahoes | ..... | 1,000 00 | * |
| ..... | ..... | ..... | ..... |
| ..... | ..... | 3,456 00 | ..... |
| d Chippewas, Michigan | ..... | ..... | ..... |
| Missourias | ..... | ..... | ..... |
| ..... | ..... | 11,200 00 | ..... |
| ..... | ..... | ..... | ..... |
| nies | ..... | 5,000 00 | ..... |
| nies | ..... | 9,290 00 | ..... |
| nies, Huron | ..... | ..... | ..... |
| ..... | ..... | 1,006 00 | ..... |
| ..... | 9 | 2,500 00 | 22,500 00 |
| ers | ..... | ..... | ..... |
| oxes of the Mississippi | ..... | ..... | ..... |
| oxes of the Missouri | ..... | ..... | ..... |
| ..... | ..... | 3,500 00 | ..... |

*a*, *b*, *e*, *g*, interest on trust funds.
*c*, *d*, estimate made for teachers' salaries, at $1,000; balance for repairs.
*f*, estimated from mixed appropriation.

TABLE B—Continued.

| Name of tribe. | Number of annual payments required. | Annual appropriation required. | Total to be appropriated. |
|---|---|---|---|
| Senecas | ..... | ..... | ..... |
| Senecas, New York | ..... | ..... | ..... |
| Senecas and Shawnees | ..... | ..... | ..... |
| Senecas, Mixed, and Shawnees | ..... | ..... | ..... |
| Quapaws, Ottawas, Confederated Peorias, and others | ..... | ..... | ..... |
| Shawnees | ..... | $3,000 00 | ..... |
| Shoshones, four bands | ..... | ..... | ..... |
| Shoshones and Bannacks (*o*) | ..... | 3,500 00 | ..... |
| Six Nations, New York | ..... | ..... | ..... |
| Sioux, Dakota, (nine bands) | ..... | ..... | ..... |
| Sioux, different bands (*p*) | ..... | 10,000 00 | ..... |
| S'Klallams | 9 | 2,500 00 | $22,500 00 |
| Tabequache Utes | ..... | ..... | ..... |
| Tabequache, Maquache, and five other bands of Utes | ..... | 2,000 00 | * |
| Umpquas and Calapooias | 4 | 1,500 00 | 6,000 00 |
| Umpquas, Cow Creek band | ..... | ..... | ..... |
| Walla-Walla and others | ..... | 2,200 00 | ..... |
| Winnebagoes | ..... | ..... | ..... |
| Wohlpapee, band of Snakes | ..... | ..... | ..... |
| Yakamas | 9 | 3,700 00 | 33,300 00 |
| Yancton Sioux | ..... | ..... | ..... |
| | | 135,951 56 | 443,400 02 |
| The sums marked with an (*) indicate that the appropriations are for an indefinite period, or at will of Congress or President. Estimating their average continuance at twenty years, and we have a total of | | | 220,000 00 |
| Amount of educational trust fund | ..... | ..... | 1,441,420 69 |
| Total educational fund | ..... | ..... | 2,104,820 71 |

*o*, $1,000 for building.
*p*, $5,000 for building.

NOTE.—It will be seen that 42 tribes and bands in the above tables are without any provision for school purposes.

## KINDERGARTEN CULTURE.

In undertaking to initiate a national system of education, and especially in a nation that, for the first time in the ages, embodies in its constitution provision for the development of will, heart, and thought in every man, in such harmonious play that he shall be free to do the will of God on earth, as it is done in heaven—which is at once our daily prayer and the ideal of human society—we must not stop with providing the material conditions, but consider the quality of the education to be given.

The history of many great nations shows that there may be an education which paralyzes and perverts instead of developing and perfecting individual and national life. It is not from want of a most careful and powerful system of education that China is what she is. And India, Egypt, Greece, and Rome had their systems of education, efficient for the production of material and intellectual glories, certainly, but which, nevertheless, involved the principles of the decay and ruin of those nations. Even the education of Christian Europe, that, with all its acknowledged defects of method and scope, has made all the glory of modern civilization, has failed to bring out the general results that are to be hoped for, if we are to believe in the higher prophetic instincts of the sages and saints of past ages, to say nothing of the promises of Christ, who expressly includes the life that now is with that which is to come. At our own present historical crisis, when it is the purpose to diffuse throughout the United States

the best educational institutions, it is our duty to pause and ask whether all has been gained in educational method and quality which it is desirable to spread over the South; whether it may not be possible to improve as well as diffuse, and in the reconstructed States to avoid certain mistakes into which experience has proved that the Northeastern States have fallen. It is certain that a mere sharpening of the wits, and opening to the mind the boundlessness of human opportunity for producing material wealth, are not the only *desiderata*. As education builds the intellect high with knowledge, it should sink deep in the heart the moral foundations of character, or our apparent growth will involve future national ruin. In defining education as only the acquisition of knowledge, which is but an incident of it, we have indeed but followed the example set by the Old World, and have hoped that by offering this knowledge to all, instead of sequestrating it to certain classes, we have done all that is possible. But it is not so. The *quality* of our education should rise above, or at least not sink below, that of the nations that have educated their few to dominate over the many, else our self-government will be disgraced; and, therefore, I would present the claims of the new system of primary education, which has been growing up in Germany during the present century, and which, in the congress of European philosophers that met at Frankfort-on-the-Main, in September 1869, received a searching examination and was pronounced the greatest advance of method. A distinguished private teacher of America was present at this congress, and has furnished a translation, which I hope some time to see put to the press by the Bureau, of the report drawn up by Professor Fichte, of Stuttgard, son of the great Fichte, who, with Goethe, Schiller, Pestalozzi, Diesterweg, and other eminent men, effected that reform of education in Germany that commenced in the early part of this century, and whose results are so brilliantly manifested at this very moment in the discipline and efficiency of the Prussian army, and also in the still more significant pervasive demand of the mass of the people for the peace of Europe.

In the report of Dr. Hoyt (United States commissioner to the Paris Exposition of 1867) on the present state of education in Europe, there is a short, clear, and very striking statement of the normal education given to the primary teachers of all the Germanic nations, Prussia taking the lead. He says they all recognize that the primary department of education is at once the most important and difficult, and requires in its teachers, first, the highest order of mind; secondly, the most general cultivation; and thirdly, the most careful cherishing, greatest honor, and the best pay, for it has the charge of children at the season of life when they are most entirely at the mercy of their educators. As this report is distributed by the Senate to whoever will send for it, I will not repeat Dr. Hoyt's minute description of the normal training required of the primary teachers, or his statistics of the satisfactory results of their teaching, but pass at once to a consideration of the still profounder method of Froebel, which immediately respects the earliest education, but of which Dr. Hoyt does not speak, inasmuch as it is not yet anywhere a national system, though, within the last twenty years, it has spread over Germany and into Scandinavia and Switzerland, and been introduced into Spain, France, Italy, and Russia; but to no country is it adapted so entirely as to America, where there is no hinderance of aristocratic institution, nor mountain of ancient custom, to interfere with a method which regards every human being as a subject of education, intellectual and moral as well as physical, from the moment of birth, and as the heir of universal nature in co-sovereignty with all other men, endowed by their Creator with equal rights to life, liberty, and the pursuit of happiness. It is all the more important to make an exact statement of Froebel's art and science of education in its severity, because it has been and is extensively travestied in this country by numerous schools called Kindergartens, which have disgraced its principles, inasmuch as they have only the most superficial resemblance to those institutions to which Froebel gave that name.

One of your assistants, in a voluminous paper upon all the reforms of education made in Europe and America during this century, has given an exhaustive history of the rise and progress of Kindergartens and their imitations, together with very valuable criticisms on education generally of his own and of various other writers of Europe and America; and this, also, I trust you may be able to send to the press before long. In the meantime, however, I must say something in this report on a subject of such vital importance, since it respects the beginning of education.

The fundamental or rather root point by which Froebel's method differs from that of all other educators, is this: he takes up the human being in the full tide of that prodigious but blind activity in which he comes into the world, and seeks to make it intelligent of itself and of things around it by employing it to produce palpable effects, at once satisfactory to the heart and fancy of childhood and true to nature by knowledge of whose order and organization the human understanding is built up in soundness and truth. For the blind heart and will, which the human being is, until by becoming intelligent of nature he is transmuted into a principle of order, is the very principle of evil. Without imagining any inherent malignity of heart, we must admit that the child necessarily goes on, knocking down and tearing up, and creating disorder

generally, to its own and other people's annoyance, in its vain endeavor to satisfy the *instinct to alter*, (that is the characteristic of human will,) until it is educated to recognize and obey the laws of God expressed in nature. For a time the young senses are not adequate to accurate perception of outward objects, and far less is the power of abstracting the laws of order developed in a young child. A certain evil is therefore originated, which seems so inevitable, that it has tasked the human intellect to reconcile it with Divine benevolence and driven men into various theories, more or less unsatisfactory to all, upon the nature of evil, and its place in the economy of creation. Now Froebel undertakes to give a practical solution of this terrible problem by his art; for he seizes this very activity in the earliest infancy and gently guides it into the production of effects that gratify the intense desires of the soul and cause it actually to produce the beauty and use at which it has blindly aimed. He looks upon the child as a *doer*, primarily, and a *knower*, subsequently; that is, as an artist before he is a scientist, entering with genial sympathy into that primal activity which we call childish play, he guides the child first to embody and then carefully observe eternal laws, even on this humble plane, by which he surprises and delights himself with the beauty or use that grow under his hands, and therefore absorb his attention. For what meets a child's internal sense of fitness and beauty, especially if it is his own work, he is delighted to examine; and he loves to analyze the process by which the delightful result has been obtained. While it is a hard thing to make a child copy the work of another, he will repeat his own process over and over again, seeming to wish to convince himself that like antecedents involve like consequences. These repetitions sharpen his senses as well as develop his understanding; they also give skillfulness to his hands, and make him practically realize individuality, form, size, number, direction, position, also connection and organization, which last call forth his reflective powers. Hence Kindergarten-teaching is just the careful superintendence and direction of the blind activity of little children into self-intelligence and productive work by making it artistic and morally elevated. For it carefully regards the ennobling of the soul by developing the love of good and beauty which keeps the temper sweet and the heart disinterested, occupying the productive powers in making things not to hoard—not to show how much they can do, which might foster selfishness, vanity, and jealousy, but for the specific pleasure of chosen friends and companions. Thus, without taking the child out of his childish spontaneity and innocence, Froebel would make him a kind, intelligent, artistic, moral being, harmonizing the play of will, heart, and mind from the very beginning of life into a veritable image of the creativeness of God. The mother gave Froebel the model for this education, in the instinctive nursery play by which she helps her little one to consciousness of his body in its organs of sense and motion. She teaches him that he has hands and feet, and their uses, by inspiring and guiding him to use them; playing with him at "pat-a-cake," and "this little pig goes to market and this stays at home," &c. I wish I had room to give a review of Froebel's book of mother songs, nursery plays, pictures, and mother's prattle, which is the root of the whole tree; but I can merely refer to it in passing. He shows in it that what he learnt from the mother he could return to her tenfold, bettering the instruction; and that the body being the first world of which the child takes possession by knowledge, though not without aid, we must play with the child. If we do not he ceases to play. Charles Lamb has given a most affecting picture of the effects of this in his pathetic paper on the neglected children of the poor; and the statistics of public cribs and foundling hospitals prove that when children are deprived of the instinctive maternal nursery play, almost all of them die, and the survivors become feeble-minded or absolute idiots. Dr. Howe says much idiocy is not organic but functional only, and to be referred to coarse or harsh dealing with infants, paralyzing their nerves of perception with pain and terror; even a merely inadequate nursing may have this effect; and he and other teachers of idiots have inversely proved this to be true, by the restoring effects of their genial methods. And what produces idiocy in these extreme cases produces chronic dullness, discouragement, and destruction of all elasticity of mind, in the majority of children. It is appalling to think of what immense injury is done, and what waste made of human faculty, by those defective methods of education which undertake to reverse the order of nature, and make children passive to receive impressions, instead of keeping them *active*, and letting them learn by their own or a suggested experimenting. Some people having seen that the former was wrong, let their children 'run wild,' as they call it, for several years; but this is nearly an equal error. Not to be attaining habits of order is even for the body unhealthy, and leaves them to become disorderly and perverse. The very ignorance and helplessness of children imperatively challenge human intervention and help. They would die out of their mere animal existence in the first hour of their mortal life, did not the mother or nurse come to their rescue. Most insects and other low forms of animal life know no care of parents. They are endowed with certain absolute knowledge, enabling them to fill their small sphere of relation unerringly as the needle points to the pole. We call it instinct. But as the scale of being rises, relations multiply, which, though dependencies at first, become, by the fulfillment of the duties they involve, sources of happiness and benefi-

cent power ever widening in scope. Man, who is to fill the unlimited sphere of an immortal existence, knows nothing at all of the outward universe at his birth. The wisdom that is to guide his will, is in the already developed and cultivated human beings that surround him; and he depends on that intercommunion with his kind which begins in the first smile of recognition that passes between mother and child, and is to continue until it becomes the communion of the just made perfect, which is highest heaven both here and hereafter.

The instinct, therefore, that makes a mother play with her baby, is a revelation of a first principle giving the key-note of human education; and upon it Froebel has modulated his whole system, which he calls Kindergarten, *not* that he meant education to be given out of doors, as some have imagined; but because he would suggest that children are living organisms like plants, which must blossom and flower before they can mature fruit; and consequently require a care analogous to that which the gardener gives to his plants, removing obstructions, and heightening the favoring circumstances of development.

The seed of every plant has in miniature the form of its individual organization, enveloped in a case which is burst by the life force within it, so that the germ may come into communication with those elements, whose assimilation enables it to unfold, in one case a tree, in other cases other vegetable forms. In like manner the infant soul is a life force wrapped up in a material case, which is not, however, immediately deciduous; for, unlike the envelope of the seed, the human body is also an apparatus of communication with the nature around it, and especially with other souls, similarly limited and endowed, who shall meet its outburst of life, and help it to accomplish its destiny—or *hinder!* I beg attention to this point. We either *educate* or *hinder*. The help to be given by education is an essential part of the Eternal Providence, and we must accept our duty of embodying the divine love in our *human* providence, which we denominate education, on the penalty of *injuring*, which is the supreme evil. "Woe unto him who shall offend one of these little ones. It were better for him that a millstone were hung about his neck, and he were cast into the uttermost depths of the sea."

As the child gets knowledge and takes possession of his own body, by the exercise of his several organs of sense and the movement of his limbs, so he must gradually take possession of the universe, which is his larger body on the same principle; by learning to use its vast magazine of materials, to embody his fancies, attain his desires, and by and by accomplish his duties, education being the mother to help him to examine these materials and dispose them in order, keeping him steady in his aims, and giving him timely suggestions, a clew to the laws of organization, by following which all his action will become artistic. For art is to man what the created universe is to God. I here use the word art in the most general sense, as manifestation of the human spirit on every plan of expression, material, intellectual, and moral.

Froebel, therefore, instead of beginning the educating process by paralyzing play (keeping the child *still*, as the phrase is,) and superinducing the adult mind upon the childish one, accepts him as he is. But he organizes the play in the order of nature's evolutions, making the first playthings, after the child's own hands and feet, the ground forms of nature. He has invented a series of playthings beginning with solids—the ball, the cube, and other forms—going on to planes, which embody the surfaces of solids, (squares and the various triangles) and thence to sticks of different lengths, embodying the lines which make the edges of the solids and planes; and, finally, to points, embodied in peas or balls of wax, into which can be inserted sharpened sticks, by means of which frames of things and symmetrical forms of beauty may be made, thus bringing the child to the very borders of abstraction without going over into it, which little children should never do, for abstract objects of thought strain the brain, as sensuous objects do not, however minutely they are considered. In building and laying forms of symmetrical beauty with these blocks, planes, sticks, and peas, not only is the intellect developed in order, but skillful manipulation, delicate neatness, and orderly process become habits, as well as realized ideas. The tables that the children sit at as they work are painted in inch squares, and the blocks, planes, and sticks are not to be laid about in confused heaps, but taken one by one from the boxes and carefully adjusted to these inch squares. In going from one form to another the changes are made gradually and in order. No patterns are allowed. The teachers suggest how to lay the blocks, planes, sticks, also wire circles and arcs, in relation to each other severally, and to the squares of the table. For symmetrical forms they suggest to lay opposites till the pupils have learned the fundamental law—*union of opposites for all production and beauty*. A constant questioning, calling attention to every point of resemblance and contrast in all the objects within the range of sensuous observation, as well as to their obvious connections, keeps the mind awake and in agreeable activity. Margin for spontaneous invention is always left, which the law of opposites conducts to beauty inevitably. In acting from suggested thoughts, instead of from imitation, they act from within outward, and soon will begin to originate thoughts, for Kindergarten has shown that invention is universal talent.

But the time comes when children are no longer satisfied with making transient

forms whose materials can be gathered back into boxes. They desire to do something which will remain fixed. Froebel's method meets this instinct with materials for making permanent forms by drawing, sewing, modeling, &c.

The stick-laying is the best possible preparation for drawing, for it trains the eye, leaving the children to learn the manipulation of the pencil only, and this is again made easy by having the slates and paper ruled in eighths or tenths of an inch, that the pencil of the child may be guided while the hand is yet unsteady, for Froebel would never have the child fail of doing *perfectly* whatever he undertakes, and this is effected by making him begin with something easy, and proceeding by a minute gradualism. He would also train the eye to symmetry by never allowing him to make a crooked line, just as the ear is trained in musical education by never making a false note. Beside the drawing, which is carried to quite a wonderful degree of beauty, invented even by children under seven years old, pricking of symmetrical forms may be done by means of the same squared paper; and again, pricked cardboard may be sewed with colored threads, teaching harmonies of color. Also another variety of work is made by weaving into slitted paper of one color strips of other colors, involving not only the harmonizing of colors, but the counting and arrangement for symmetrical effect, which gives a great deal of mental arithmetic, while the folding of paper with great exactness in geometrical forms, and unfolding it to make little boats, chairs, tables, and what the children call flowers, gives concrete geometry and the habit of calculation.

A lady who traveled in Europe to study Froebel's Kindergartens brought home from Dresden the whole series of work done by a class of children who began at three years old and continued till seven; and no one has seen it without being convinced that it must have educated the children that did it, not only to an exquisite artistic manipulation, which it is very much harder to attain later, but to habits of attention that would make it a thing of a short time to learn to read, write, and cipher, and enable them to enter into scientific education, and use books with the greatest advantage, as early as eight years old.

Callisthenics, ball-plays, and plays symbolizing the motions of birds, beasts, pretty human fancies, mechanical and other labors, and exercising the whole body, are alternated with the quieter occupations, and give grace, agility, animal spirits, and health, with quickness of eye and touch, together with an effect on the mind, their significance taking the rudeness out, and putting intelligence into the plays, without destroying the fun. The songs and music which direct these exercises are learned by rote, and help to gratify that demand for rhythm which is one of the mysteries of human nature, quickening causal power to its greatest energy, as has been proved, even in the education of idiots, by the almost miraculous effects upon them of the musical gymnastics, which are found to wake to some self-consciousness and enjoyment even the saddest of these poor victims of malorganization. All Froebel's exercises are characterized by rhythm; for the law of combining opposites for symmetrical beauty makes a rhythm to the eye, which perhaps has even more penetrative effect on the intellectual life than music.

If true education, as Froebel claims, is this conscious process of development, bodily and mental, corresponding point by point with the unconscious evolutions of matter, making the human life an image of the divine creativeness, every generation owes to the next every opportunity for it. In this country, whose prodigious energies are running so wild into gambling, trade and politics, threatening us with evils yet unheard of in history, it may be our national salvation to employ them in legitimate, attractive work, for production of a beauty and benefit that also has been yet unheard of in history; and this can best be done by preventing that early intellectual perversion and demoralization, with waste of genius and moral power, entailed on us by the inadequate arbitrary modes of *primary* discipline which now taint all *subsequent* education.

But the indispensable preliminary of this new primary discipline are competent teachers, who can be had only by special training. What is at once delightful play and earnest work to the children, requires, in those who are superintending it, not only a knowledge of the laws and processes of vital growth, which are analogous, if not identical, in nature and art, but the science of infant psychology also. These things are not intrinsically difficult of attainment; and it is easier, if the teacher has been trained to it, to keep a Kindergarten, according to the strict principle of Froebel, than to keep an ordinary primary school in the ordinary manner, because nature helps the former with all her instincts and powers, while the latter is a perpetual antagonism and struggle with nature for the repression of a more or less successful chronic rebellion.

The best Kindergarten normal school in the world is that founded by the Baroness Marenholtz-Bulow, in Berlin, where she lectures gratuitously herself on the philosophy of the method, and its relations to "the regeneration of mankind," (to use her own phrase,) and the pupils have instruction from professors in many branches of science and art, while they go to observe and practice several times a week in Madame Vogler's

Kindergarten. But Americans, who have had our usual normal or high school education, or its equivalent, if they are fairly gifted and educated, genial, sweet-tempered, and candid, can obtain the special training in a six months' diligent course, and the more surely the more they have the grace of a wise humility. What it took Froebel, with all his heart and genius, a half century of study and experimenting to elaborate, it would seem at first could not be learned in so short a time. But it must be remembered that the more profound and complete the truth, the more easily can it be comprehended, when once fairly stated. It took a Newton to discover the *principia naturæ;* and a Copernicus to replace the complicated Ptolymean by nature's solar system; but any child of twelve years old can comprehend and learn them, now they are discovered. Froebel's authority inheres in his being a self-denying interpreter of nature, the only absolute authority, (nature being God's word.) As Edgar Quenet said in 1865, in a letter to the Baroness Marenholtz-Bulow, after remarking that Froebel "sees the tree in the germ; the infinitely great in the infinitely small; the sage and great man in the cooing babe;" and "his method therefore is that of nature herself, which always has reference to the whole, and keeps the end in view in all the phases of development," comparing him to "the three wise men from the East who placed the treasures of nature in the hands of the heavenly Child"—and the statement is worthy of all attention—"It is certain that the results of this method can only be attained *if it is applied according to the principles of the discoverer.* Without this, the best conceptions of Froebel must be falsified, and turned against his aim; mechanism alone would remain, and would bring back teacher and pupil into the old traces of routine." As yet there is but one Kindergarten normal school in America, which is a private one in Boston, kept by Mrs. Kriege and her daughter, pupils and missionaries of the Baroness Marenholtz-Bulow, who is the chief apostle of Froebel in Europe. In another year these ladies will be connected with the public normal school of New York City, as I understand liberal offers are made to them by the public school authorities. Preparations are also making for model Kindergartens, and professorships therewith connected, at several of the normal institutions of the West. These are in place in every female college and high school for girls; the training not only insuring a delightful profession that must always be in demand, but making the best education for mothers, as all women are liable to become personally or virtually. Possibly the appreciation of Froebel's science and art may prove the true solution of what is called the woman question. Teaching is the primal function of humanity, and women now feel it to be repugnant toil only because the true art has never before been discovered. When it becomes a fine art it will become for the teacher, like any other fine art, self-development and the highest enjoyment; for it is nothing short of taking part in the creativeness of God.

There is in training at Mrs. Kriege's school in Boston a lady of great ability, who purposes to make a model Kindergarten at the normal school of Hampton, Virginia, as a basis for training the freedwomen for teachers of Kindergarten. The lyrical and artistic nature of the colored race will make them apt scholars and successful teachers, and this may become a place for training children's nurses in Froebel's nursery art. This great reformer founded a school for this purpose in Hamburg in 1850, which supplies (but not fully) a continual demand made upon it by the nurseries of England, as well as Germany; and a few American mothers have availed themselves of the blessing of this educated help, which all mothers need who have other social duties.

But the immediate desideratum is a free national school to supply Kindergarten education to the schools of the District of Columbia, the Territories, and the South, to be located in the District, or perhaps in Richmond, Virginia, where some of the "ten thousand southern ladies," who signed the pathetic petition to Mr. Peabody to found for them an industrial school, might learn this beautiful art, and be made able to initiate in their beloved South a higher, more refined, and also more complete system of education than has ever obtained in any country. It has been ascertained that an eminent Kindergartner in Europe, now in full employ, but willing to leave all to do this thing in the United States, may be secured for five years, for $3,000 a year, finding all the apparatus and materials herself. Cannot this be had from some one of our munificent public benefactors?

ELIZABETH P. PEABODY.

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## HEBREW EDUCATION.

It is safe to assert that, although the Israelites are of all nationalities, and scattered promiscuously over the face of the world, they are the only people who can be fairly classed as universally educated. There may be a few who cannot read or write, but this number is insignificant. Indeed, it is asserted by those who claim to know, that no Israelite can be found who cannot read or write, if not in their modern or domiciliary language, certainly in the Hebrew. If there are any thus in default, they may be found principally in London, or in other large cities of Great Britain, where, from degraded associations, they have been outcast from the society of their own people.

The education of the Hebrews is the growth of three thousand years, and is inculcated in their religion, based upon the Mosaic law. Hence it is hereditary, and to this inheritance of their forefathers they have been ever attached with unswerving fidelity, consecrating to education every sacrifice in their power, and placing its accomplishment first in their estimate of spiritual and worldly affairs. A treatise upon the education of the Hebrews necessarily involves a cursory review of their history prior to and since the conquest of Jerusalem by Titus, which latter event made them absolute wanderers upon the face of the earth.

The first Biblical mention of the Hebrew thirst for knowledge is when the Israelites, escaped from Egyptian bondage, sought instruction from Moses. This, attracting the attention of Jethro, his father-in-law, caused him to give to Moses the well known advice: "And thou shalt teach them ordinances, and laws, and shalt shew them the way wherein they must walk, and the work that they must do."—(*Exodus*, c. xviii, v. 20.) Thereupon, Moses and the priesthood devoted themselves to the instruction of the Israelites in the decalogue, and in the numerous minor laws of theocratic education and government; the moral lessons of which were then continually taught to children by their parents, and are still brought, in the same manner, to the notice of Hebrew youth to this very hour.

Though riven and broken piecemeal, and scattered in every climé, it is worthy of remark that, notwithstanding the Hebrews have domiciled as well in barbarous as in civilized countries, their habits, observances, language, and religion have remained intact and undisturbed, while their education in all the sciences and arts has constantly progressed and never retrograded. As chronicled by the encyclopedists, "they began as nomads, migrating from nation to nation, from state to state; their law made them agriculturalists for fifteen centuries; their exile has transformed them into a mercantile people. They have struggled for national existence against the Egyptians, Assyrians, Babylonians, Syrians, and Romans, have been conquered and nearly exterminated by all these powers, and have survived them all."

The education of the ancient Hebrews was entirely derived from the laws of Moses, which is, even now, with the exception of the national part, their general moral code. It is conceded by all writers that the aims of the Mosaic law "were the moral perfection of the individual and the welfare of society." Reasoning from this standpoint, it is only necessary to call attention to the books comprising the Old Testament to prove the advanced literary culture of the Hebrews, even in that remote age, which has never been excelled in modern times, or perhaps even equalled.

It is estimated that over one million Jews perished in defending Jerusalem from the Romans, and, according to Josephus, they continually rose in revolt during the reigns of Trajan and Hadrian, until their persecutions became so fearful that insurrections were forbidden by their leaders, simply on the score of religion and humanity. Whereupon Hadrian built the *Ælia Capitolina* upon the site of Jerusalem, and a decree was made forbidding the Jews from entering its precincts.

Notwithstanding large numbers of Jews had been enslaved or exiled, and scattered on both sides of the Pyrenees, on the Rhine and the Danube, Palestine still continued to be a species of national center, and maintained schools of religious science under the leadership of most eminent teachers. But these schools were destroyed at different periods in the fourth and fifth centuries. The two talmuds, (studies,) Palestinian and Babylonian, were, however, preserved in a necessarily mutilated condition. Other literary productions of this era were also preserved, consisting of ethical treatises, historical, legendary, and cosmogonal writings, stories, prayers, and paraphases of Scriptural books.

In the seventh century, however, Mohammed conquered the independent Arabian Jews, who were an extremely cultivated people, and Omar subsequently subdued Persia, Jerusalem, and the other Byzantine possessions, which placed the eastern Jews under the rule of a people of Semitic origin like themselves. The government of the Caliphs being comparatively mild, and favorable to science, (indeed the Koran itself commanding the study of its own precepts,) the literature of the Hebrews revived; and from the seventh to the tenth centuries, numbers of eminent scholars, theologians, poets, and linguists, were brought into public notice. Many works were composed, treating of every species of science, embracing law, medicine, astronomy, languages, and all the fine arts.

The standard authorities on education admit that the theocratic constitution of the Hebrews and the foundation of their politics and ethics on religion has produced a better culture, mental and moral, in literature, than that of any other people. Their ancient education was far in advance of the Chinese and the Hindoos, for, in every lesson taught the Hebrew youth, is inculcated the sublimest virtues, among which may be enumerated charity, gratitude, obedience, and respect to the commands of parents, politeness and cleanliness, all coupled with extreme reverence for the Almighty. It will be remembered, also, that in contradistinction to other Oriental people, many female poets and learned women figure in the history of the ancient Jews.

The instruction of the Jewish youth by the Rabbins, in the schools instituted after

the exile, comprised study in the scriptures, the commentaries and traditions, the *Mishna* and Gemara, (Talmud,) which was imparted orally, and committed to memory without notes. It is known among the Hebrews that the *Mishna*, or prose writings, had long been transmitted from master to pupil before it was committed to writing in the shape of parchment or book. In this manner the memory had always been, and now is, especially cultivated in Hebrew education, and hence they excel in mnemonics.

Education with the Hebrews (as urged by the late Dr. Raphael) is the air they breathe, and without it existence is of little value. Every Hebrew is compelled, in addition to the usual education necessary to carry on the pursuits of life, to acquire some knowledge of the Hebrew, so that he may participate in the manifold observances of his religion, and obtain an insight into the literature and language of his forefathers. According to the traditions of the Rabbins, says Dr. Raphael, public schools existed before the Deluge, and it is asserted that Adam was not only the first man, but the first schoolmaster, assisted in his labors by Enoch, and succeeded by Noah. After the Deluge, Shem established and presided over a public school, and his great-grandson, Eber, taught the patriarchs Abraham and Jacob.

It is also understood that, by reason of the exemption of the tribe of Levi from hard labor during the Egyptian captivity, they were permitted to study and devote themselves to education. Certain it is that writing was known and practiced commonly at that era, and in Exodus, the first biblical mention is made of writing by the command to Moses that he should "write these laws." The Pentateuch, however, does not relate or divulge any general system of education adopted, and it therefore follows that education was looked upon as purely a religious duty, and as such intrusted to the Levites and priests. Samuel founded the "schools of the prophets," which were open to all Israelites; and although little is known of their internal polity and system of education, it is certain that the Hebrews were trained in this school to be teachers, public orators, poets, and composers of sacred music.

These schools flourished and exercised great influence upon the Hebrews. They, however, disappeared with the fall of the Hebrew monarchy, and it was only after their return from Babylonish exile that the priests resumed their duties as instructors of the people. The priest Ezra, and the "men of the great assembly," over which he presided, reëstablished everywhere the schools of Samuel, and were aided in the instruction of the people by the sopherim or scribes. Every Judean town containing a certain number of inhabitants was bound to maintain a primary school, the *hazan*, or reader of the synagogue, usually teaching. Seminaries of higher grades were presided over by the sopherim, and a certain portion of the public revenue set apart for a school fund devoted thereto. These schools flourished wherever they were founded, particularly in Egypt, and chiefly at Alexandria, and two hundred years before the Christian era the "Septuagint" was translated from Hebrew into Greek by Judeans.

When the Jewish schools and colleges had been destroyed by the Roman conquerors of Jerusalem, a new seat of learning was founded at Tiberias, which being recognized by the Romans, flourished and maintained influence among the Jews until the fifth century, when it declined, having, however, compiled the *Mishna*, or Jewish commercial law. Meantime the Babylonian schools at Sura, Pumbeditha, and Nahaidea, near the Euphrates, had eclipsed the Roman Hebrew school, and being endowed liberally, were visited by Jewish students from every part of the world. Here the Babylon Talmud, in twelve large folio volumes, the work of sixty years, was completed under the supervision of the "chiefs of the schools," known as the *Rishi Methibta*. In the eleventh century, however, the caliphs seized on the endowments and closed the schools.

From the seventh to the tenth century the Hebrews suffered every vicissitude and persecution, sometimes meeting partial encouragement, and then being driven away to other countries. During this period, however, notwithstanding the disadvantages under which they labored, they still continued to advance education and to foster the arts and sciences. In the Italian provinces they frequently received encouragement from the Popes, and Otranto and Bari became the principal seats of Jewish learning, and their cultivated literature spread from thence into France and Germany.

In no country, however, did the Hebrews enjoy more prosperity than in Spain under the Moorish kings, who carried with their conquest culture and science. Persecutions became rare, and indeed exceptional, and, appreciating the learning of the Hebrews, the Saracen rulers encouraged their literature, permitted them to enjoy civil rights, and advanced them to the highest dignities. They founded schools in which science, the Talmud and the philosophy of Aristotle were taught, and excelled in lexicography, astronomy, ethics, geography, philosophy, law, medicine, music, painting, poetry, and in all the sciences; and in the twelfth century, the diffusion of learning among the Jews obtained its height in Europe, as well as in Egypt. The great philosopher, Maimonides, who surpassed all cotemporaries as a law-writer, (and who has been classed as next only to Moses, the prophet,) having been made subject to certain unwarrantable persecutions at Cordova, fled from Spain into Egypt, where he was kindly received and employed by the Sultan. The number of eminent Hebrew scholars domiciling in Spain

during the thirteenth, fourteenth, and fifteenth centuries was large, notwithstanding that they were frequently subjected to terrible persecutions from time to time.

In 1391, (to which allusion has been made by Mr. Parton, in the Atlantic Monthly for October, 1870,) 3,500 Jewish families were murdered at Seville, on account of a long drought, which was, through ignorance and superstition of the surrounding people, visited in punishment upon them. Throughout every part of Europe, notwithstanding their culture and education, they were subjected to massacre and exile. In England, during the reigns of Richard I, John, and Henry III, they suffered terribly, and were expelled from the realm in 1290, by Edward I.

Describing this condition of affairs as chronicled by historians, it is universally agreed that "throughout Germany their condition was deplorable; that they were circumscribed in their rights by unjust decrees and laws, civil and ecclesiastic; excluded from all honorable occupations; driven from place to place, from province to province; compelled to subsist almost exclusively by mercantile occupations and usury; overtaxed and degraded in the cities; kept in narrow and unhealthy quarters, and marked in their dress with signs of contempt; plundered by lawless barons and penniless princes; an easy prey to all parties during the civil feuds; again and again robbed of their pecuniary claims; owned and sold as serfs; butchered by mobs; burned in thousands by the crusaders; and tormented by ridicule, monstrous accusations, threats, and trials. The condition of the Jews of those countries offer, in their mediæval history, a frightful picture of horror and gloom." Well may they have cried: "How long, O God, are we to bear these things!"

They were banished from France by Charles VI, in 1395, and extirpated from Spain by Ferdinand and Isabella, in 1492, by the force of the terrible Inquisition. These terrorisms continued until the consummation of the peace of Westphalia, in 1648; and from that time the greater persecutions of the Jews ceased. But, although the Hebrews spread and flourished subsequently in other parts of Europe, and emigrated to America with the Dutch and English, yet in Germany and Switzerland the worst features of the mediæval treatment of the Jews were continued and maintained. It was not until 1848, after the German revolution, that the Hebrews were admitted to civil rights, taxed equally, and permitted the free exercise of professions and occupations, even in those localities where the American public has always supposed liberality and justice made their abiding places.

In other parts of Europe, schools exclusively for the Talmud were maintained, and they still flourish in some parts of Germany and in Poland. Indeed, the Polish rabbins are considered to be the deepest thinkers and most abstruse talmudical scholars in Europe. The exiled Spanish Jews migrated in large numbers to Holland, where they maintained influential and flourishing schools; but latterly these Jewish schools naturally became amalgamated with the modern system prevailing in this century through Germany, Italy, and France.

An examination of Hebrew education presents six post-biblical developments: First, the schools of the Sopherim; second, the schools of the Mishna; third, the schools of the Talmud; fourth, the scientific schools of Spain; fifth, the exclusive talmudic schools of France, Germany, and Poland; and sixth, the modern schools of Germany, Italy, France, Great Britain, and America.

It is literally true, as related by Mr. Parton, that, "in the night of superstition, no Jew could own or hold land on endurable conditions in any country of Christendom. Nor could he belong to any guild of mechanics, and hence he could not himself be a mechanic, nor apprentice his son to a mechanic. He could not enter a university or a preparatory school in any country; and so the liberal professions were closed to him." All intelligent minds must appreciate the difficulties under which the Hebrews have labored in promoting education among themselves, and that, therefore, too high an estimate cannot be placed upon their culture and their accomplishments.

There can be no question of the fact that liberty, as exemplified in the successful establishment of this Republic, with its liberal Constitution, first gave birth to European Jewish freedom. As the experiment of free government and the equal and impartial execution of the laws were submited to the infallible test amid the jeers and jibes of monarchical Europe, the transatlantic Hebrews looked longingly and lovingly to our happier shores. In their synagogues, in their schools, as well as in their private circles, they fervently and secretly prayed that the United States Government might be perpetuated, so that they could find therein safe asylum, and that other nations might be influenced, by the glorious example of freedom, to better and nobler things. Those Hebrews who had migrated to America with the English and Dutch actively sympathized with and aided the patriots of the Revolution in throwing off the yoke of Great Britain, and our archives show that many of them contributed large sums of money, literally impoverishing themselves, to help in feeding, clothing, and arming the revolutionary army, not a dollar of which appears ever to have been reimbursed by the Government to them or their heirs. Many of them fought in the ranks of the revolutionary patriots, claiming it to be their privilege to do or die in the cause of the civil and religious liberty of America.

The late Mordecai M. Noah, of New York City, an American Israelite, and a noted journalist, author, lawyer, and politician, whose pleas in behalf of his race are certainly well remembered, endeavored, in 1820, to found an asylum for the Hebrews, at Grand Island, near Niagara Falls, in the State of New York. In his memorial to the legislature of New York, he made known his high appreciation of his native land by recounting the indignities the Hebrews had endured elsewhere, and the benefits that had accrued to Spain, Portugal, France, and Germany, from their education and accomplishments in learning and commerce, arguing therefrom the great advantage that would accrue to the United States if his people could exchange the whips and scorns of Europe, Asia, and Africa for the light of American liberty and civilization.

In these days, when there are probably over a million Jews resident in the United States, and exercising great influence in our communities, the idea of colonizing them appears somewhat novel, if not ridiculous. But it will be remembered that fifty years ago the population of the United States was comparatively small, and the number of Israelites, consequently, few. It was not absolutely proposed to colonize those already in America, but to prepare an asylum and abiding place for those who might, in poverty and destitution, seek refuge and liberty on our happier shores. While the idea of Mr. Noah was not encouraged by the New York legislature, and hence not carried out, no one has ever doubted that the proposition was made other than in good faith, or impelled by any other feelings than the utmost attachment to and reverence for the Constitution of the United States, and a desire to commend this country and its laws to the Hebrew people throughout the world as their true New Jerusalem, he believing that the prophesied return to Palestine was allegorical.

Having briefly reviewed the history of the Jewish people, and brought them to that position where their education can be treated from the liberal, broad, and friendly standpoint of American civilization, it will be found interesting to note some of the salient attributes and results of Hebrew education.

The first great principle inculcated by Hebrew education, next to obedience to Divine law as promulgated by the Decalogue, is charity. The study and proper exercise of charity is continually brought to the notice of Jewish youth, and every opportunity is sought whereby its practical lessons may be demonstrated. This instruction is not confined to charity in the abstract but in its exercise, not alone in precept but in practice. Nor is the study of charity to be applied solely to the benefit and relief of Jews, but to all, without reference to race or persons.

In prosperous European cities it has been the practice on the part of many Israelites, who have been successful in worldly pursuits, to set aside a certain percentage of their profits for charitable purposes. This sum is always dispensed in alleviating and ameliorating the wants of worthy objects to the uttermost farthing, and it is made a religious duty to disburse this alms as quietly and secretly as possible. It is never paraded in ostentatious subscription lists, or flaunted in the face of society, for Hebrew education teaches that it is a sin to publicly proclaim the miseries and wants of our fellow-men.

It is the education and governing rule of the Hebrew people that, when a poor man solicits alms, or comes to eat at the Hebrew's table, he is never sent to the kitchen to fare with the servants, for that would but remind him of his poverty and his dependence. But, on the contrary, the master of the household says to his wife and children, "We have a *mitzvah* (honor) sent to us to-day—a poor man is to partake with us. Place a clean cloth upon the board, and set upon it our brightest table-ware. Light all the lamps, and array yourselves in your best apparel. Let all we have be cooked and served, and seat the stranger-guest at my right hand." The children vie with each other in showering attentions upon the stranger, so that they may share in the *mitzvah*, and nothing is permitted to be done or said whereby he may have cause to feel that he is eating the bread of charity. The honor of entertaining a poor man is always envied by his fellow-Hebrews.

It is also the Hebrew education never to give alms in presence of a third or more persons, but to consider an act of charity the secret of another which has been committed to inviolate keeping. It is a common error to suppose that Hebrews only relieve the necessities of their own race. This selfishness is especially forbidden by their education, for they are taught from early youth the Divine command, to relieve the stranger, "seeing ye were strangers in the land of Egypt." It frequently happens that subscriptions are presented to Hebrews, in order that they may contribute as citizens to the relief to be afforded some unfortunate person. A Hebrew always objects to placing his name upon the list, except for a small amount. If he be privately catechized for what is apparently a niggardly contribution, he will at once explain that it is the result of his education. He may not parade his charity. Strike his name from the list and he will give a "hundred fold," so that it be not known, not that he is especially more liberal than others, but, says the Talmud, "no honor or credit is due to him who publishes his alms." This is the commentary upon the scriptural adjuration, that the one hand must not know what the other doeth.

One of the principal reasons why an Israelite seeks to educate his children, no matter

at what cost or sacrifice, is that they may learn all these useful lessons, while at the same time acquiring the usual instruction of schools in reading, writing, and the more advanced studies appertaining to general education. A Hebrew would consider elementary education of but little avail were it not accompanied by a proper knowledge and appreciation of all the cardinal virtues, of morality, obedience to the laws, and particularly of obedience and reverence to parents. They seek to inculcate these essentials in the youthful mind, to the end that they may be conserved in manhood, and again taught to posterity.

One of the most praiseworthy results of Hebrew education is the fact that it teaches and begets education. They keenly appreciate the idea of Plato, that "education consists in giving to the body and the soul all the perfection of which they are susceptible." Therefore a poor Israelite will sacrifice everything he possesses in order that his children may be educated. In European countries, where it was not possible to promote Jewish schools, the Israelites, whenever it was permitted, contributed freely to the schools of other sects, to the end that they might enjoy the benefit of educating their youth therein, even at the expense of their religious conscience.

In the United States, however, it is worthy of remark that, as we have progressed in education, liberal laws, and unrestricted liberty, the progress and reforms of the Israelites have been commensurately achieved. It was reserved for this republic first to unveil the obscurity and hermetic character of Jewish education. It has not been compelled here to secrecy, as in mediæval and even modern times it existed in Europe, and therefore has been thrown open for public examination.

The American Israelite undoubtedly rejoices in our system of free schools, and watches with anxiety and hope the progress of American education. He is grateful for the blessings of free government, and therefore is in accord with the wisdom of Aristotle, who asserts that "the most effective way of preserving a state is to bring up the citizens in the spirit of the Government; to fashion, and, as it were, to cast them in the mould of the Constitution."

It is Hebrew education to insist that inasmuch as the promoting of wise and liberal government is the true aim of education, so the government, in return, should foster and conserve it as the most important end to be attained, and as contributing the greatest happiness to the masses. It therefore follows that prominent educational reformers among the American Jews do not consider it any longer absolutely essential to the well-being of their race that they should educate their children exclusively according to the old Hebraic customs. They feel that they are citizens of this Republic, entitled to enjoy all of its blessings, to share in its advantages and to contribute to its well-being. They believe that education should be common and universal, but leaving religious instruction to the care of the different denominations. They rejoice in the existence of civil and religious liberty, in the separation of church and state, and in the enactment of recent laws which proclaim the obliteration of all distinctions of race and condition, all being equal in citizenship and receiving equal application of the laws. This is their present education.*

It is not astonishing that the public has but little correct information regarding the Jews, for it is only recently that the prejudice entertained against them appears to have given way. It is not generally known that in all American synagogues prayers are specially offered for the President and Congress, the governors of States, and all local officers, soliciting the Throne of Divine Grace to preserve and protect all our rulers, and to endow them with wisdom and mercy to all people, and particularly toward the children of Israel, who have stood in such sore need of the blessings of wise and humane government.

It is frequently remarked by intelligent persons that they never see a poor Jew, arguing therefrom that there is no poverty or suffering among them. This is far from true, for there is a proportionate number of poor Jews, who daily present themselves to their people for pecuniary relief. The especial reason why poor Jews are not seen is, that having been always prevented from receiving the benefit of the ordinary public charities, they are rarely its recipients, and do not appear at poorhouses or as paupers. Their habitual temperance operates to keep them clear from the calendar of

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* At a meeting of the rabbis, held in Cleveland recently, the Rev. Dr. Lilienthal, of Cincinnati, presented the following preamble and resolutions, which were unanimously adopted:

1. Because with unshaken faith and firmness in one indivisible and eternal God, we also believe in the common Fatherhood of God and the common brotherhood of men.

2. We glory in the sublime doctrine of our religion, which teaches that the righteous of all nations, without distinction of creed, will enjoy eternal life and everlasting happiness.

3. The divine command, the most sublime passage of the Bible, "Thou shalt love thy neighbor as thyself," extends to the entire human family, without distinction of either race or creed.

4. Civil and religious liberty, and hence the separation of church and state, are the inalienable rights of men, and we consider them to be the brightest gem in the Constitution of the United States.

5. We love and revere this country as our home and fatherland for us and our children, and therefore consider it our paramount duty to sustain and support the Government, and to favor by all means the system of free education, leaving religious instruction to the care of the different denominations.

6. We expect the universal elevation and fraternization of the human family to be achieved by the natural means of science, morality, freedom, justice, and truth.

crime, and therefore the offended majesty of the law seldom consigns them to the public dungeon. In the criminal records of rape, robbery, murder, arson, and other heinous crimes, the Hebrews rarely, if ever, figure. This is another attribute of Hebrew education; and the lesson of being temperate in all things, and to refrain from idleness and vice, is instilled constantly into the minds of their youth. In London, where the population is so mixed, it has been definitely ascertained that the lower classes of Jews were vastly superior to the same class of other people by reason of their industry, temperance, and cleanliness.

Another succinct reason why the poverty of Jews is not brought to public view lays in the fact that their immediate wants are quietly relieved by their fellows, no matter whether they be worthy or not. If they are unworthy of continued charity, they are so informed, which frequently operates to cure the evil. If they are worthy, their cases are immediately brought to the notice of benevolent societies, which generally exist, or where there are no such societies, then to the attention of individuals. The result of charity thus bestowed is eminently practical, and many instances are extant, in this country and elsewhere, where the timely but silent relief afforded has culminated in the accumulation of wealth and honor by the recipient. Recognizing this fact, the education of charity is always remembered by the Hebrews as the most honorable of all virtues.

Owing to the superior benefits of their education in temperance and cleanliness, insanity is comparatively rare among the Hebrews. This is accounted for by the fact that the predisposing causes seldom exist. They are rarely afflicted with mania, idiocy, or dementia, such as aidoiomania, pseudomania, and the like. Female chastity and rectitude are especially remarkable among this people, the statistics of vice and crime being almost void of examples of dissolute Hebrew women. That this is the result of education, no one can doubt; for ignorance generally leads to crime, although vice does not always confine itself to the uneducated. Depravity does not exist in any immediate extent in Jewish communities; their ancient laws and customs forbade and punished it severely. Jewish women do not labor under certain general disadvantages, which frequently operate to drive other females into crime and vice. Their homes are, by the effect of education, rendered happy and contented; they are always treated with respect by their male associates, and the hidden charity of their race prevents them from suffering the tortures of extreme poverty, and the consequent temptations. From the same causes, it is worthy of remark that conjugal infelicity is extremely rare among the Israelites, and the laws of divorce are seldom invoked in that behalf. Should a Jewish female go astray, and the fact be brought to the attention of her people, every effort is made at once to reclaim the lost one; her crime is hidden from sight, and she is sustained and encouraged in all efforts at well-doing. Reparation is sought to be enforced for her, should she have been wronged, and depraved in heart and soul must be that Hebrew woman who continues in her evil ways, despite her people.

Gratitude forms a prominent feature in Jewish education, for they are taught that gratitude is first due to God for his many blessings, and then to man for such favors as may by him be rendered. Ingratitude is appropriately stigmatized as one of the venal sins, and is contemned as such by every just person. Nevertheless, it is so common a crime that modern philosophy asserts that, in certainty, "death and ingratitude go hand-in-hand." The Hebrews ever keep before them the proverb that "a good name is rather to be chosen than great riches, and loving favor rather than silver and gold." Therefore they teach that ingratitude is a crime which may not be tolerated.

The famous address of the Hebrews of New York and Philadelphia to George Washington is a marked example of their national gratitude. No Americans, of other nationalities and creeds, venerate General Washington more than the Israelites; and when he was gathered to his fathers, they mourned in their synagogues, repeating the words of Napoleon Bonaparte, that "the lamp of the world had gone out." The tribute to the moral worth and intellectual excellence of the Hebrews, which has been recently paid by Mr. James Parton, will never be forgotten. They will remember him gratefully, and as one who, even at this late day, has sought to do them justice, and to [illegible] the prejudices of the world; for the true Jew appreciates the value of kind [illegible] and gracious favor more than silver and gold.

The Hebrews are extremely careful to inculcate in their youth an aversion to [illegible]ity. "The name of the Lord shall not be taken in vain," is a commandment [illegible] probably obeyed, by them, with greater rigor than by any other people. [illegible] does Hebrew education operate healthfully upon the home circle, and [illegible] to witness the intense respect which is ever manifested by [illegible] children toward parents. They are ever mindful of the Divine [illegible] thy father and thy mother, that thy days may be long upon the [illegible] thy God giveth thee."

Frequent evidences of this respect are shown by the fact that [illegible] gress, many Hebrews consent to the obliteration of certain [illegible] adopted in the early, or mediæval ages, both as to ritual and [illegible] ing their adverse judgment and opinion, they will [illegible]

during the lifetime of their parents, lest they accuse themselves of disrespect. Whatever are the desires and opinions of their aged parents, they will always give way, and conform to them, even at the expense of seeming dissimulation. It is enough for them to feel that their parents are opposed to these reforms for them to pass them by.

Education, to Israelites, in the Hebrew language, now is purely secondary, and is only taught for the purpose of enabling them to participate in the various religious ceremonies which are given in Hebrew. Modern American reforms, introduced in synagogue worship, do away with the exclusiveness of the Hebrew, and sermons, or lectures are now commonly preached in the English and German languages. Some reformers insist that all the services should be conducted in English, or German, so that all the congregation should understand; for it is true that the percentage of Hebrews attending synagogue, and employing the Hebraic understandingly, is very small. In other words, it is evident that the Hebrew language is fast losing its importance among the Jews, it being no longer necessary to employ it hermetically, although the orthodox Israelites cling with great pertinacity to the old habits and customs, and refuse to be separated from the ancient landmarks. It is but a question of time, however, with orthodox Judaism—it must give way to the reformatory spirit of the age.

The Talmud is no longer taught in Jewish schools as an exclusive study. It is referred to and interwoven with other school exercises, but is not a specialty. The Israelites do not, as heretofore, compel their children to an exclusive study of Hebrew, and of Hebrew law, at the age of five and six years; but they impart to them a general knowledge of Hebrew, so that they may read it fluently, even if they understand it but imperfectly, to the end that when they become *Bar-mitzvah*, or thirteen years of age, (the Oriental age of manhood, when parental authority is considered to cease,) they may read their portion of the *Torah*, or the law of Moses, in the synagogue, as the first witness and exhibit of their entry into the mystic rite of manhood. The Hebrew has been heretofore wrongfully classified among the dead languages. It has never expired, but has constantly had life. When it is considered, however, that the Hebrew youth are no longer compelled to master it, or to use it as a language of conversation, it is fast going into decadence, and, like the Latin, will only serve the purposes of a language of religious ceremony.

It is not uncommon, however, in Germany and Poland to use the written Hebrew for the purposes of record and correspondence, and letters in the German vernacular are even now frequently written and spelled in Hebraic characters. This is a custom, however, which has obtained among the Hebrews by reason of their peculiar civic condition, being inhabitants, but deprived of civil rights. Fearful of their letters miscarrying, and the consequent exposure of family secrets, they have adopted the use of the Hebraic to avoid the probable consequences of accident.

But the important question arises as to how the Hebrews, notwithstanding their exile, their persecutions, the constant destruction of their schools of learning and of science, their deprivations of civil rights, their compulsory nomadic habits, their merging into all the nationalities of Europe, Asia, Africa, and America, have preserved their advanced literary culture, their morals, their education in all the arts and sciences, and their nationality from the date of their delivery from Egyptian bondage to the present hour? It must be because of the superiority of their education, mental, moral, and physical; of the love, reverence, and respect which they entertain toward their teachers, and for the further reason that the influences of the home circle have ever been maintained as paramount. The children are obedient to their parents, who neglect no opportunity to instruct and guide them, and between the old and young their exists a perfect accord; the elders to teach, the youth to listen and learn, and this has been pursued from generation to generation, and from father to son, from the days of the prophets to this era of advanced civilization. Educated nations have sprung into existence and power, and have passed away, leaving but imperfect history to chronicle their life. Rome, both pagan and Christian, with all her grandeur, and one hundred and sixty millions of subjects ruling the European world, and carrying conquest into Asia and Africa, has become a people and an empire of the past. But the Hebrews, notwithstanding all these social throes and volcanoes, and to the confusion of ethnologists, still preserve their identity as a people, never having failed in their worship of God, maintaining their habits and customs, possessing and teaching the laws of Moses intact, as they were originally given, without permitting the change of a solitary word, the dotting of an "i," or the crossing of a "t." They are the only pure Caucasian race that inhabit the globe, and no other reason can be assigned for their remarkabe preservation than the never-deviating practices of their moral education. They are the living proofs of the Bible, and without whose existence certainly history would be but chaos and confusion. It certainly follows that Hebrew education, which promotes and perpetuates social happiness, enforces implicit obedience to the laws of God and man, encourages a high standard of morals, a large amount of learning in all the essentials, a constant demonstration of the proprieties of virtue, and the improprieties of vice, fosters industry, the arts and sciences, and teaches the necessity of order and cleanliness, must be superior, and to this superiority can be attributed the

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American Hebrews are extremely proud of their citizenship; and although they are anxious to advocate and inculcate, in our common schools and other institutions of learning, the superiority of their education in many essentials, they are unwilling to retard or in any manner complicate the progress of free education. They are satisfied at being permitted the unrestricted use of our common-school system, particularly as religious instruction is now being confined to the different denominations, and the school-room made free to all shades of religious sentiment.

Although the Hebrews still worship on Saturday, or the seventh day, they entertain reverence and respect for Sunday, and are loth to violate the Sabbath of the Christian. For many years, in several of our large cities, Jewish congregations have regularly maintained Sunday-schools, and Hebrew children may be seen regularly wending their way to the Sunday-school exercises of their synagogues. In Philadelphia the Portuguese congregation, formerly presided over by the late Rev. Mr. Leeser, has maintained a Sunday-school for the past thirty years or more.

In the new "Temple Immanuel," one of the grandest edifices in New York city, on the Fifth avenue, a thoroughly organized Sunday-school is maintained. Each class has a separate room set apart for its use, and competent teachers are employed and liberally paid for their services. Order is maintained in the most thorough manner, and no confusion or noise is permitted. The assembly of scholars is had in the main hall, and one of the scholars recites a prayer, the congregation remaining standing until the "Amen" is given; after which, to the music of a measured march, the classes separate and retire, each to its appropriate apartment. About two hours are employed in religious instruction, when, returning to the assembly room, a prayer is offered and they are dismissed, retiring in the most perfect order.*

The Hebrew Sabbath or Sunday schools are founded solely to impart religious instruction to Israelitish children. The scholastic year begins after the feast of the Tabernacles, (*Succoth*,) the commencement of the Jewish New Year, in the latter part of September or first of October, and continues until the last Sunday in June; and it is usually requisite that children should have attended some other school for a year prior to admission. Pupils are required to enrol their names in advance; and a programme of studies for the scholastic year is presented for inspection and adoption by the board of trustees. Corporal punishment is interdicted, and punishment is only in the mildest form, at worst, resulting in suspension, and, in extreme cases, in dismission. Records of punishment and absence are carefully kept, and a public examination and distribution of prizes annually celebrated. Every effort is made to conduce happiness and to attract, rather than repel, the pupils to the school.

## PHILADELPHIA.

The Rev. George Jacobs, of Philadelphia, writes:

In the city of Philadelphia there are seven Jewish synagogues. The benevolent associations number eleven lodges of the order of "B'nae Brith," ("Sons of the Covenant,") numbering 1,025 members, and with funds on hand to the amount of $38,850 39. There are also seven lodges of the "Free Sons of Israel," numbering 800, and with a fund of $10,000. The United Hebrew Charities, consolidated from five separate benevolent organizations, received, from September 1869 to February 1870, $14,773 22, most of which was distributed in relieving 682 persons. The Ladies' Hebrew Benevolent Society, organized in 1819, receives and disburses about $1,100 per annum. The Jewish Foster Home numbers some 28 inmates. In addition to these is the Jewish hospital, open to all patients, which has cared for 91 patients during the year, at an expense of nearly $8,000.

Of distinctive Jewish schools there are three, with 10 male and 3 female teachers, and with 454 pupils, 264 male and 190 female.

The Maimonides College, recently established, and in which, in addition to the usual classical and modern studies, the higher branches of the Hebrew are taught, numbers 6 professors. The Hebrew Sunday-school, founded in 1838 by Miss Rebecca Gratz, was the first Hebrew Sunday-school in the United States. It numbers 115 boys and 110 girls, and 5 male and 18 female teachers. The majority of Jewish children attend the State public schools in the city. Very few, if any, Jewish children fail to attend some school.

## BOSTON, MASSACHUSETTS.

There are three Hebrew benevolent associations exclusively for the assistance of the poor, and seven for the relief of the sick and the care of widows and orphans. There are five Jewish schools where some 300 children receive religious instruction. It is estimated that some 500 Hebrew boys and girls attend the public high and normal schools.

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* Mr. Parton, in the Atlantic Monthly.

## BALTIMORE, MARYLAND.

Rev. S. Deutsch says that in Baltimore, as elsewhere, a large majority of the Jewish children attend the public schools of the city.

There is one exclusively Jewish private school of 150 pupils, and also a German private school where Hebrew and religious instruction are given if desired. There are two Sunday-schools, with a total attendance of 260 pupils. There are three Jewish charitable associations.

## ST. LOUIS, MISSOURI.

Rev. Dr. Sonneschein has furnished the following information:

There are four Jewish charitable associations: two for the assistance of the poor, one for the support of widows and orphans, and one for the interment of the poor. A Jewish hospital is in progress.

There are no Jewish private schools. It is estimated that 1,120 Jewish children attend the public schools, 630 male and 490 female. There are three Jewish Sabbath-schools, with an aggregate attendance of 398: 215 male and 183 female.

The following are the rules adopted for the management of one of these schools, and will serve to show the general plan of their organization:

"*Rules for the Sabbath-school of the congregation 'Shaare Emeth,' in St. Louis, Missouri.*

"I. The Sabbath-school is founded solely to impart religious instruction to Israelitish children belonging to above congregation.

"II. The scholastic year begins on the first Sunday after the feast of the Tabernacles and closes on the last Sunday in June.

"III. Such children only who have attended some other school at least one year can be admitted to the Sabbath-school.

"IV. Names of pupils must be enrolled fourteen days prior to commencement of the scholastic year.

"V. The teachers shall, during the aforesaid fourteen days, draught a programme and a course of studies for the ensuing scholastic year, and hand the same, for adoption, to the school board.

"VI. Pupils desirous of attending the school during the scholastic year can be admitted only after having first obtained the consent of the school board.

"VII. The school board will hold regular monthly meetings during the scholastic year on the Sunday after the 15th day of each month.

"VIII. The acting superintendent of the school shall preside at the meetings of the school board.

"IX. At the regular meetings of the school board the teachers shall attend to act in an advisory capacity; they shall not, however, be entitled to vote upon any question.

"X. The superintendent is entitled to vote only when a tie occurs.

"XI. Whenever two members of the school board shall desire, or the superintendent deems it necessary to call a special meeting of the school board, the members thereof shall be convened.

"XII. It shall be the duty of every member of the school board to attend the Sabbath-school during hours of instruction at least twice each month.

"XIII. Corporal punishment is strictly prohibited.

"XIV. Punishment in the third, or mildest, degree shall be, 'Removal of the pupil from his bench during the hours of instruction;' in the second degree, 'Removal of the pupil from the school room to that of the superintendent during same time;' in the first degree, 'Suspension of the pupil from school for two weeks.'

"XV. The consent of the superintendent must first be obtained ere the pupil can be dismissed from the school.

"XVI. Pupils punished with the first, or highest, punishment three times, can be dismissed from the school entirely, provided a resolution to that effect has been passed by the school board.

"XVII. Every teacher shall keep a correct record of punishments meted out to pupils, for monthly communication with the parents.

"XVIII. Each absence of the pupil from school must be accounted for by a written excuse from the parents.

"XIX. Every teacher shall keep a correct list of the attending pupils and report the absentees to the school board.

"XX. The superintendent only shall have the right to interrupt the regular school exercises by asking questions or imparting information.

"XXI. A public examination and distribution of prizes shall take place at the close of the scholastic year."

(Adopted at a meeting of the trustees of the congregation held May 8, 1870.)

## CHICAGO, ILLINOIS.

The Rev. B. Felsenthal, of Chicago, writes that Chicago has an estimated Jewish population of 10,000. He estimates that 90 per cent. of the Jewish children attend the public schools, and remarks that "it is safe to assert that every Jewish child receives at least a good elementary education, the care for the proper education of the children being an old and firmly-rooted trait of the Jewish character." There is one private school in the city, taught by Rev. L. Adler, where instruction is given in Hebrew. About 100 children are in attendance. For instruction in Hebrew parents generally rely on the Jewish Sabbath-schools and on private tuition.

There are six Hebrew congregations, each of which has a Sabbath-school. In all these the rudiments of Hebrew are taught. From 500 to 600 children attend these Sabbath-schools.

There are five lodges of the order of B'nae Brith (Sons of the Covenant,) and seven other benevolent societies. A Jewish hospital is supported, where poor sick persons, of all beliefs, are received. The Hebrew Orphan Asylum, at Cleveland, receives considerable contributions from Chicago. (The Jews of the Eastern States have their orphan asylum in New York, those of the South in New Orleans, and those of the Pacific States in San Francisco.) Besides the Chicago congregations, there are in Illinois four others—two in Quincy, one in Springfield, and one in Peoria.

## CINCINNATI.

Isaac M. Wise, esq., of Cincinnati, furnishes the following information:

In reply to your official note of the 28th ultimo, I have the honor to state:

1. There are no Jewish elementary schools in this city. The last *Talmid Yeladim* institute was dissolved three years ago.

2. There are three Hebrew schools for religious instruction attached to three congregations, viz:

*a.* Benai Yeshurun congregation, superintendent, Isaac M. Wise; four teachers; 180 pupils; two sessions weekly, Saturday and Sunday; objects, Hebrew, Jewish religion, and history.

*b.* Benai Israel congregation, superintendent, Max Lilienthal; three teachers; 150 pupils; sessions and objects as above.

*c.* Ahabash Achim congregation, M. Goldemmer, teacher and superintendent; sixty pupils; sessions and objects as above.

Besides, the above named three rabbi's teach, each, annually a confirmation or graduating class of twenty to forty pupils.

It is our settled opinion here that the education of the young is the business of the State, and the religious instruction, to which we add the Hebrew, is the duty of religious bodies. Neither ought to interfere with the other. The secular branches belong to the public schools, religion to the Sabbath schools, exclusively. Therefore I cannot give you any particular statistics as to Hebrew children in the various schools.

J. J. NOAH.

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# PROGRESS OF EDUCATION IN THE ARGENTINE REPUBLIC.

Under the inspiration of President Sarmiento, who is one of the most earnest, as well as one of the most distinguished, of educators, popular education in the Argentine Republic is constantly progressing; receiving, in every way, the warmest support from the government. The following summary, from the report of Minister Avellaneda—a volume of some 400 pages—shows what has been accomplished. It will be seen that this young republic looks to the United States for educators, as well as for an example of its system of education for the people:

"The department of public instruction has been very busy, during the past year, establishing new schools, granting subsidies, improving every branch of popular education, and losing no opportunity to enlighten and instruct all classes of the people, especially in the more remote provinces, where the lamp of learning shed but a flickering and uncertain light amid a dense fog of ignorance.

"The provinces coöperate in the good work. San Juan gained the prize of $10,000 for having one-tenth of its population attending schools, and devotes the money to the establishment of upper schools. Entre Rios (under the administration of the late General Urquiza) spent the entire subsidy from the federal government in new colleges. Salta is building a splendid structure of this kind, and Tucuman has voted three times its usual sum for educational purposes. Corrientes has subscribed $4,000 to bring out school books and furniture from the United States. Rioja has arisen from

a lethargy of generations, and in every part of the republic the preaching of Sarmiento has called into life new schools and an incipient thirst for improvement.

"The number of children attending school throughout the republic appears to be, according to the census, 89,500, but the returns of the various schools show this is an exaggeration, and if we deduct 14 per cent. the return of 77,000 children will be much nearer the truth. Hence the minister calculates there are at present 350,000 children who neither attend school nor receive the simplest rudiments of education. He adds that of the 40,000 immigrants who arrive annually two-thirds do not know how to read.

"The statistical returns of education in the various provinces are:

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| Buenos Ayres City | 15,781 | Mendoza | 2,833 |
| Buenos Ayres camp | 13,656 | Catamarca | 2,500 |
| San Juan | 6,873 | Salta | 2,475 |
| Corrientes | 5,720 | Rioja | 2,239 |
| Cordoba | 5,261 | Jujuy | 2,000 |
| Santa Fé | 5,000 | San Luis | 1,784 |
| Santiago Estero | 4,500 | | |
| Entre Rios | 3,691 | | 77,213 |
| Tucuman | 2,900 | | |

"This includes 1,884 youths belonging to the national colleges, (of which there are 14 in the republic,) being an increase of more than 80 per cent. on the returns for the previous year. In 1867 the province of Rioja was destitute of schools, and now it has over 2,000 children in course of instruction, besides a high school, with 217 collegians.

"The national government attaches great importance to the establishment of normal schools for the training of teachers, which is, in fact, the most necessary element in the whole system. The first normal school will shortly be established in the old government-house at Paraná, under the direction of Mr. George Stearns, from the United States, who is to receive a salary of $2,400 per annum, and a lady teacher at $1,000 per annum. The new national college at Corrientes, under Dr. Fitzsimons, has already 156 pupils, and receives a subsidy of $2,000; Dr. F. furnishes a long and luminous report on education, based on the London university system.

"Night schools have been established in Buenos Ayres, Salta, and Santiago del Estero, each of which is attended by 100 or 200 adults. Libraries are also about to be opened in each of the upper provinces, at a cost of $1,500 each, for use of the public. Infant schools or Kindergarten form another item of improvement; the first being opened in Buenos Ayres. The observatory at Cordoba will shortly be inaugurated, Dr. Gould being shortly expected from the United States with his staff. Congress has also authorized the minister to send abroad for 20 first-class professors for the University of Cordoba and the national colleges; 8 are expected from Germany.

"The new subsidies granted during the year amounted to $90,660, viz:

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| Rioja | $19,080 | Jujuy | $3,000 |
| Entre Rios | 13,500 | Mendoza | 2,100 |
| San Juan | 12,500 | Salta | 2,100 |
| Corrientes | 12,500 | Catamarca | 2,500 |
| San Luis | 4,680 | Santiago del Estero | 1,500 |
| Tucuman | 4,500 | Swiss colonies | 1,100 |
| Santa Fé | 4,500 | Miscellaneous | 2,000 |
| Buenos Ayres | 4,200 | | |

"Among minor subsidies we find subscriptions for Doña Juana Manso's Annals, Barbati's History, Wickersham on Schools, &c. The budget also provides $100,000 for the purpose of buying books for distribution in the provinces. The budget for 1870 shows a total of $785,027 for the department of instruction, worship, and justice, which will be increased by $80,000 for the ensuing year."

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## EDUCATION OF THE DEAF AND DUMB.

In affording the means of education to its deaf and dumb the United States has done more, proportionally, than any other nation in the world.

Florida and Oregon are the only States of our country in which no provision has been made in this regard. And this omission is owing, probably, rather to the fact that public attention has not been drawn to the subject, than to any unwillingness on the part of the people of these States to recognize the claims of deaf-mutes to education.

From being regarded in the days of its inception in 1816 as a charity, the furtherance of which was to be urged on humane and philanthropic grounds, the work of instructing deaf-mutes has now come to be looked upon as an essential feature of that system of

public education, obtaining more and more in the world, the basis of which may be shown to rest on considerations of pure State selfishness. For as the expense of education in general can be shown to be a wise investment, bringing to the State a large return in the elements of material prosperity, so it has latterly been made clear that to educate the deaf and dumb is cheaper than to leave them in ignorance.

In the early days only indigent deaf-mutes were taught at public expense. But at the present time, although some institutions require certificates of pecuniary inability for free admission, the education of the deaf and dumb is practically as free as that of other children.

For nearly fifty years the system of instruction in the United States remained uniform, being substantially that introduced from France, in 1816, by Dr. Thomas H. Gallaudet, who organized the first American deaf-mute institution, at Hartford, Connecticut, in 1817. This system discards articulation, and makes large use of a language of signs which is natural to the deaf-mute, and which affords at all stages of his education a free, precise, and full means of conveying ideas.

Text books, however, and written exercises enter largely into the course of instruction from its commencement, and the great work to be accomplished is to impart to the deaf-mute child a knowledge of language as it is written or printed, and a facility in its use.

This acquirement having been made, the education of the deaf-mute may be proceeded with to a range of culture as high as is possible in the case of persons who hear and speak. The mute also has, in his ability to express thought in writing, an exact and easy, though somewhat slow method of communication with all who can read and write.

Within a few years the German, or articulating method, has been regarded with favor in certain quarters, and two institutions, one the Clarke Institute, founded by private benevolence, in Northampton, Massachusetts, and one in New York City, have been established, wherein the exclusion of the sign language is attempted, and oral speech is sought to be made the medium of communication between teacher and pupil.

Public attention having been thus directed to this feature of deaf-mute instruction, the Columbia Institution, at Washington, sent its president, in the spring of 1867, to examine the most prominent articulating schools of Europe with a view of determining whether any change in the system of the old institutions in the direction suggested by the new schools of Massachusetts and New York City was desirable. The report on this inspection of foreign schools, published in the tenth annual report of the institution, while urging the retention of the old system as the most valuable for the general instruction of the deaf and dumb, advised that instruction in articulation be given in all schools for deaf-mutes; and expressed the opinion that not over one-third of the pupils in such schools can be expected to engage successfully in the proposed study. In the spring of 1868, the subject of articulation was discussed in a conference of principals of institutions for deaf and dumb held at Washington, and the following resolutions were adopted:

"*Resolved*, That in the opinion of this conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and lip reading to such of their pupils as may be able to engage with profit in exercises of this nature.

"*Resolved*, That while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech they may possess, it is not profitable except in promising cases, discovered after fair experiment, to carry congenital mutes through a course of instruction in articulation.

"*Resolved*, That to attain success in this department of instruction an added force of instructors will be necessary, and this conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of this work."

The recommendations of these resolutions have been accepted and acted upon in nearly all the large institutions of the country, thus adding, with a marked harmony of action, a feature of no little importance to the national system.

To a full course of training in the usual elementary branches taught in common schools, a majority of the institutions of the deaf and dumb add instruction in trades and useful labor, so that their pupils on leaving are fitted at once to exert themselves intelligently and successfully for their own maintenance.

Thus does the American system of deaf-mute instruction take a class of citizens deprived of one most important sense, and cut off from the exercise of one of the most important powers of man—a class once ranked in the eye of the law with idiots and imbeciles, a class once only a drag and burden to society—and so cultivate their remaining powers, through the senses that are still unimpaired, as to make them intelligent and useful men and women, able to earn the means for their own subsistence, fitted to assume the burden of sustaining others, and to add to the aggregate wealth of the community.

But this is not all that has been done for the deaf and dumb of the United States. In the year 1864 the Columbia Institution for the Deaf and Dumb, located at Washing-

ton, and sustained by the Federal Government, organized a department in which might be afforded to deaf-mutes of high mental capacity a full academic course of study, such as is given in colleges and universities.

Congress has evinced its approval of this novel undertaking by appropriating ample means for the maintenance of the work, and by authorizing the admission of students from all the States and Territories of the United States.

More than sixty young men and women, representing twenty-two States and the District of Columbia, have availed themselves of the advantages thus afforded, and nine have been already graduated from a course of study equal, in the severity of its requirements, to that of the most respectable colleges of the country.

The following extract from the last report of the institution (not yet published) is of interest as showing the practical results of the college work in fitting deaf-mutes for positions in life much higher than they could hope to reach were their education limited to that of the common schools:

"*What the graduates of the college do.*—In the progress of our college and the presentation of its interests to the public, the questions are often asked, rather doubtingly, "But what can your graduates do in the struggle of life?" "What positions can they fill that shall justify the expenditure of time and money necessary to their collegiate training?" Our practical answers to these questions were begun to be given last year by our first three graduates, who were at once called to fill honorable and useful positions, one in the service of the Patent Office, one to instruct his fellow-mutes in Illinois, and the third to supply a professor's place, as tutor, in the college from which he had just graduated.

"The young men of our second graduating class have also given gratifying evidence that their collegiate training has been to good purpose. One has been called to teach in the Tennessee Institution for Deaf-mutes; another has been employed in a similar manner in the Ohio Institution; a third has taken an eligible position as teacher in the new Institution for Deaf and Dumb in Belleville, Canada; the fourth is a valued clerk in the Census Bureau; and the fifth is continuing his studies here with a view of becoming a librarian, while he fills temporarily the position of private secretary in the office of the president of the institution.

"The aggregate annual income to-day of the nine young men who have graduated from our college is $9,600, giving an average of more than $1,000 to each. This may, perhaps, be taken as the present market value of their services to the community, and is no mean return for the cost of their education. But who can measure the probable influence for good which these educated young men may be expected to exert during the years they may reasonably hope to live and labor in the world?"

An examination of the table of statistics, while it sustains the claim that the United States takes the lead of other countries in caring for the deaf and dumb, reveals also the fact that much yet remains to be done in order that the benefits of education may be extended to *all* the mutes of our land.

The proportion of this class of persons to the entire community does not vary materially in the different States. This being the case, it appears that several of the larger and older commonwealths are greatly behind what might be expected of them in the number of deaf and dumb under instruction.

In no instance is this discrepancy more marked than in the State of Pennsylvania, with a population in 1860 of 2,900,000, where only 238 deaf-mutes are reported as being under instruction, while New York, with a population less than one-third greater, reports more than double the number of deaf-mutes in school. Ohio, with a population less by 600,000, reports nearly one-third more deaf and dumb in its institution; and Illinois, with but little more than half the population of Pennsylvania, greatly exceeds it in the number of mutes provided for.

E. M. GALLAUDET, Ph. D., LL.D.

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## EDUCATIONAL PROGRESS IN ENGLAND.

A great advance has been made in the system of public education in England during the past year, one which gives promise that before long the proud boast of America—that education is offered as a free gift by the State to the child of every citizen—will also be that of the mother country. The preliminary step was taken in 1869, when the government took upon itself the supervision of the endowed schools of the kingdom. These endowed schools, many of them of great antiquity, were founded by benevolent people, generally for specific purposes. In many cases the value of the foundation has greatly increased, owing to the rise of real estate; and also abuses have sprung up, to correct which, and to render available for general educational purposes, so far as may be practicable, those moneys devoted to education, was the object of the bill. A few of the larger schools, such as Eton, Harrow, Rugby, which have been notably well

managed, were excepted from the provisions of the law. With these express exceptions, it includes all endowed schools. We are indebted to the visit of the Right Honorable A. J. Mundella, M. P., for information concerning the recent school legislation.

## ENDOWED SCHOOLS.

The endowed schools bill was passed in 1869, which has for its object to bring all the educational endowments of England, many thousands in number, and some of them of very large amount, entirely under the control of the educational department. This law requires a complete statement of all the property of every educational corporation established in England; and some of them have been grossly mismanaged—have been entirely wrested from the purposes for which they were founded. Most of them were founded to give education to the poor, but have fallen into the hands of the rich. Some of them have increased enormously in value, but instead of giving a simple elementary education to the poor, they have given the very highest classical education to the sons of rich men. By this act all these are brought under the control of the educational department, and it is intended that they shall supply the means of sustaining education of a higher character, preparatory for the university. It is proposed to offer scholarships to a certain percentage of the scholars of the elementary schools who shall distinguish themselves, to sustain them in this higher school. Mr. Forster described it, in the words of Napoleon, as "*la carière ouverte aux talents.*"

## SCHOOLS AND THE SCHOOL LAW IN ENGLAND.

The central authority rests in the council of education, and the whole of England is cut up into certain districts for school purposes, which are under the charge of inspectors. For instance, suppose Yorkshire has two inspectors, who go to every elementary school and report upon each to the vice-president of the council of education. If there is any improvement to suggest, that is done; or, if a teacher should be removed, that is reported and acted upon. If children pass a certain examination an extra grant is made to the school. There are certain standards from one to seven inclusive, and the higher the standard which a class reaches, the greater the grant from the educational fund for that school. The payment is dependent upon the results, and the teacher is therefore earnest in pushing on his work.

"In regard to truancy, we shall, whenever we get the law well in working order, alter that word 'may' to 'shall.'"

Within one year provision has to be made for the education of every child in England and Wales; and this, it is anticipated, will require that the present number of school-houses shall be doubled. The school boards are authorized to provide funds for those additional buildings by issuing bonds running for thirty years at 4 per cent.

The discussion in Parliament which resulted in the present act was long and earnest, and the advance indicated by this bill, which is confined in its action to England and Wales, will be fully appreciated only by those who followed the course of the debate or were familiar with the previous state of public education in Great Britain.

The question of compulsory attendance was very earnestly discussed, and was finally left to separate school boards, who have a certain discretionary power of enforcing attendance; but the advocates of compulsion do not propose to be content until its ultimate adoption.

The question of religious education in schools was also very warmly debated, and resulted, as will be seen in the following summary of the acts, in making them wholly unsectarian.

The leading features of the law will be found in the following abstract, prepared by Mr. James Richardson of New York for the Educational Gazette, which is pronounced by Mr. Mundella to be a clear and fair statement of the law as it passed, which we make use of in default of receiving our official copy of the act. The bill was prepared and brought in by Mr. William Edward Forster (vice-president of the council of education) and Mr. Secretary Bruce, and was ordered printed by the House of Commons February 17, 1870. The present act was passed August 9, 1870.

## ENGLISH ELEMENTARY EDUCATION ACT.

BY JAMES RICHARDSON, NEW YORK.

The complete text of the new education law of England and Wales having at last been published, we are able to see exactly what its provisions are.

The object of the law is to secure the establishment in every school district of public schools sufficient for the elementary instruction of all the children resident therein whose education is not otherwise provided for. School districts are either municipal boroughs or parishes included in them. An elementary school, in the meaning of the act, is a school in which elementary instruction is the principal part of the education

given, and in which the ordinary payments of each scholar do not exceed ninepence a week. In estimating the educational requirements of any district, one-sixth of the total population are to be counted as of school age. These, less the number in schools charging more than ninepence a week, are they for whom the public schools must provide. In calculating the accommodation afforded by existing schools, eight square feet of flooring is to be allowed for each child.

### DEFINITION OF THE PUBLIC SCHOOL.

To be considered a public school, every elementary school must be conducted in accordance with the following regulations, a copy of which must be conspicuously posted in the school-room:

1. It shall not be required as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

2. The time or times during which any religious observance is practiced, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or at the end of each meeting, and shall be inserted in the time-table to be approved by the education department, and to be kept prominently and conspicuously affixed in every school-room. And any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

3. The school shall be open at all times to the inspection of any of her Majesty's inspectors. So, however, that it shall be no part of the duties of such inspectors to inquire into any instruction in religious subjects given in such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

4. The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant.

The word "parent," as used in these regulations, is defined as signifying any parent, guardian, or other person having legal authority over the child.

### HOW SCHOOLS ARE TO BE SUPPLIED.

Full returns of existing school accommodations in each district are to be made by proper authorities (as hereinafter explained) to the education department, which will promptly decide whether any deficiency exists. In so doing, the department will take into consideration every school, whether a public elementary school or not, and whether actually situated in the school district or not, which in their opinion gives, or, when completed, will give, sufficient elementary education to, and is, or will be when completed, suitable for the children of the district.

The education department will then publish their decisions, giving the number, size, and description of the schools reported as available for the district, with the amount and description of the accommodations required. Any appeal against such decision must be made in writing to the department within one month after its publication, either by rate-payers of the district (not less than ten in number, except when the smaller number represents at least one-third of the ratable value of the district) or by the managers of any elementary school in the district. If such an appeal is made, the case must be settled by public inquiry. If no appeal is made, or if, after appeal, public inquiry has shown more accommodation to be necessary, final notice is to be issued by the department, directing the required accommodation to be provided. If it is not supplied at the expiration of six months, or is not in the course of being supplied, a school board must be formed to see that the work is done. If this school board fail to comply with the requirement within twelve months, the education department must take the matter out of their hands and provide the needed school accommodations independent of the local authorities. School boards may be formed without such preliminary inquiry or notice, where application is made to the education department by the persons who would elect the school board, or where the department are satisfied that the managers of any elementary school in the district are unable or unwilling to maintain such school, and that its discontinuance would occasion a deficiency of accommodation.

### MANAGEMENT AND MAINTENANCE OF SCHOOLS BY SCHOOL BOARDS.

Every school-board school must be a public elementary school as defined above, and no religious catechism or religious formula, distinctive of any particular denomination, shall be taught in the school. The school board may delegate any of their powers,

except that of raising money. They may delegate the management of any school provided by them, with or without restrictions, to not less than three managers, and may remove such managers or alter the conditions as they may see fit. Any manager so appointed may resign on giving notice to the board. Any school board that fails to enforce the prescribed regulations will be considered in default, and the department will act accordingly. In any dispute the decision of the department is to be final. The fees to be paid by children attending school-board schools are to be fixed with the concurrence of the department. The school board may remit the fees of any child of poor parents for a renewable period of not less than six months, the remitted fees not to be deemed parochial relief. The school boards must maintain the efficiency of all school-board schools, and provide additional accommodations when necessary. Schools can be discontinued, or their sites changed, only with the concurrence of the department.

If school boards fail at any time to increase accommodations when needed, the department must interfere. School boards are further empowered to provide necessary apparatus, and to make compulsory purchase of school sites. The managers of any elementary school may transfer their school to the district school board with the consent of the department together with that of two-thirds of the annual subscribers to the school. Objection to such an arrangement must be made within six months from the date of the transfer. When the school fees of any child of poor parentage are paid by the school board, the parent has the right of selecting the school to which the child shall go. School boards may establish free schools, with the consent of the department, and also contribute to or establish industrial schools.

### CONSTITUTION OF SCHOOL BOARDS.

In boroughs, the school boards are to be elected by burgesses; in parishes, not within the metropolis, by the rate-payers. In the election of these boards the process of "cumulative voting" is allowed: that is to say, every voter is entitled to a number of votes equal to the number of the members of the school board to be elected, and may give all his votes for one candidate, or may distribute them among the candidates, as he may think fit. Special provision is made for the election of school boards in London. The number of members on any school board must be not less than five nor more than fifteen, and in the first instance is to be determined by the department; afterward by the school boards, with the concurrence of the department. The education department may require the mayor, or other proper officer, to take steps necessary for holding the election, and in case of default may appoint some other person so to act. In case of non-election of a board, or the subsequent inefficiency of a board through the resignation of members or otherwise, the department may act as if the school board were in default. Any question as to the right of any person to act as a member of a school board is to be determined by the department, and their order is to be final unless removed by a writ of certiorari in the next term. No member of a school board, or manager appointed by them, can receive any profit from his position except in cases specified, and in these cases such member is deprived of his vote. The board can appoint the necessary officers—clerk, treasurer, &c., with or without salary. Two or more boards may arrange to employ the same officers. Boards may also appoint truant officers to enforce by-laws in regard to the attendance of children at school; and the expenses of these officers are to be paid from the school fund.

### UNION SCHOOLS.

The education department has power to form united districts upon the first returns under the new law. Such united districts may be dissolved at any time by the department. Any parish, which, in the judgment of the department, has too few rate-payers to act as a separate parish, may be added to any other parish or parishes. The department may order one district to contribute to the schools of another district, and may determine the proportion of such contribution. School boards of two or more districts may combine and unitedly exercise all powers with the concurrence of the department.

### SCHOOL INCOME, EXPENSES, ETC.

All school expenses are to be paid out of the school fund, which fund is to be made up of fees, parliamentary grants, loans, and any other moneys received by the board. Any deficiency in the school fund is to be paid by the rating authorities out of the local rates. In united districts the school boards will apportion the amount required among the constituent districts in proportion to the ratable value of each, to be paid by the rating authorities on each. If these authorities fail to pay the required amount, or if the money is to be raised from any place which is part of a parish, the school board may appoint officers to take the place of the rating authority of such place. School boards are permitted to borrow money, with the consent of the department, on

the security of the school fund, for the purpose of providing or enlarging their school-house.

Where a school board is in default, the education department may appoint one in its stead. The department may also appoint if the board is not elected at the time fixed for its first election, or has ceased to exist. In such cases the department may certify such appointments, and also the amount of expenses and loans. The expenses and remuneration of the appointed board are to be paid out of the school fund on the certificate of the department; but an appointed board will not have power to borrow money beyond such amount as may be certified by the department. If any school board fails to perform the duties required, the department can dissolve it and order a new election.

### INQUIRY AND RETURNS.

On or before January 1, 1871, or, in the case of the city of London, four months from the election of the chairman, every local authority shall furnish such returns as to elementary education as the education department may require; forms for such returns to be provided by the department, and filled up by the teachers or managers of the elementary schools. These returns are to be made to the department, in the metropolis, by the school board; in boroughs by the council; in parishes by two persons to be chosen by the vestry if the department think fit, or by the overseers. The department may sanction the employment of assistants by the local authority, and shall remunerate such assistants. If the local authority fails to make returns, the department may appoint some person who shall act as the local authority for the time being. Inspectors of returns may be appointed by the department. If the managers or teachers of any school fail to give all the required information, such school is not to be taken into consideration in estimating the school provision to be made.

### ATTENDANCE.

School boards may, with the approval of the education department, make by-laws requiring the attendance of all children between five and thirteen years of age, determining the time during which the children shall so attend (subject to the regulations above given;) providing for the remission of the payment of the school fees of poor children, imposing penalties for the breach of the by-laws, and revoking or altering the by-laws.

Children between ten and thirteen years of age may be exempted from such compulsory regulations upon certificate of proficiency from the school inspectors; or on showing that they are otherwise sufficiently instructed, that they are sick or unavoidably prevented from attending; or that there is no public elementary school within the prescribed limit—three miles.

### PARLIAMENTARY GRANTS.

After March 31, 1871, no parliamentary grant will be made to any elementary school which is not a public school, as defined above. No application for building grants will be entertained after December 31, 1870. After March 31, 1871, no grant will be given in respect of any religious institution. No grant to any school in any year shall exceed the income of the school for that year from fees and voluntary contributions. Hereafter no school will be required to be connected with any religious denomination, or to give religious instruction as a condition of receiving aid from parliamentary grants. Voluntary schools and school-board schools are to be treated impartially, Additional parliamentary grants are to be made to exceptionably poor neighborhoods. The annual grant may be refused to any school not previously in receipt of public aid if it is situated in a district having a school board, and if in the judgment of the education department the school is not absolutely necessary.

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## EDUCATION IN BENGAL, INDIA.

There has been much excitement in Bengal on account of the declared intention of the government to withhold its aid from "all English education," thereby reversing that policy which was inaugurated by Lord William Bentinck, and fully set forth in the dispatch of the honorable the court of directors in 1854, which is regarded as the charter of education for British India. In this dispatch the government announced that the education that it was desirable to extend in India was that of "the arts, science, philosophy, and literature of Europe," and in furtherance of this the English and vernacular tongues were taught in the same schools. A long and able memorial to the secretary of state, protesting against the proposed change, was adopted at a public meeting of the native inhabitants of Bengal, held in the town hall of Calcutta, July 2, 1870. Similar meetings were held in forty different districts throughout Bengal on the same day. In this memorial, and in the highly interesting debate which was held at the time of its

adoption, some facts of interest in regard to the present state of education in Bengal were brought out, which we condense, first from the memorial:

"In 1855–'56, the year when the educational dispatch of the court of directors came into operation, the number of Anglo-vernacular schools was 25, and that of vernacular schools 54, while in 1868–'69, the last year of actual returns, the former had increased to 670, and the latter to 2,962, mostly through the exertions of native gentlemen, educated in English, and under the fostering influence of the grant-in-aid system.

"It will be seen that the opposition of the government is to the spread of English among all classes, and not to high education, through the medium of the English language, for the higher classes exclusively.

"The resolution of the government of India is calculated to convey an erroneous impression as to the share of state contribution in aid of English education. It is often alleged that the British Indian government gives a "charity" education to its subjects, but how far this charge is grounded on fact, will appear from the following statement:

"*Expenditure on English education in* 1868–'69.

| Institutions. | Imperial funds. | Fees and endowments. | Total. |
|---|---|---|---|
| | *Rs.* | *Rs.* | *Rs.* |
| Colleges general | 195, 456 | 95, 499 | 286, 955 |
| Government schools | 229, 730 | 222, 016 | 451, 746 |
| Aided schools | 200, 334 | 379, 404 | 579, 738 |
| Total | 621, 520 | 696, 919 | 1, 318, 439 |

"It will thus be seen that in government colleges an amount equal to half the state contribution is raised by fees, subscriptions, and endowments, in the Zillah schools a sum equal to the government grant, and in the aided schools nearly two-thirds come from the same sources, a state of things quite in accord with the general spirit of the education dispatch of 1845, and with the grant-in-aid rules sanctioned by the government of India. It is observable that the two government schools in India, kept up for the Hindoos of the city, far from being a burden on the state, yield a surplus income, and that, of the institutions for professional education, the law schools showed in 1868–'69 a surplus of rs. 7,016. Your memorialists may add that in Calcutta, where the demand for English education is exceptionally great, and the people are for the most part in a position to bear the whole cost of maintaining English schools, the government does not now give any grant-in-aid to a school in which English is taught.

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"Every civilized country, your memorialists submit, considers it obligatory on the state to appropriate a portion of the public revenues to the promotion of liberal education, and as that education can only be attained through the medium of the English language in the present state of this country, it cannot, they humbly conceive, be consistent with sound policy to withdraw the insignificant sum now given in aid of English education in Bengal, which is scarcely an appreciable fraction of the enormous revenues which Bengal contributes to the imperial treasury. And they would further point out that the voluntary contributions of those who avail themselves of the English schools and colleges are much greater than the amounts raised in the other provinces by compulsory local cesses; while the free payments in Bengal are already high, compared with corresponding rates, even in Europe. Thus, by a recent statute of the University of Oxford, its doors are open to all for the almost nominal fee of £3 10*s.* per annum, while the fee-rate in the Presidency College in Calcutta is at present £14 8*s.* per annum, and in the Mofussil colleges £6 per annum, exclusive of fees for the professional branches, such as law and civil engineering.

"The principle regulating the allotment of the public revenues to the several provinces for the purposes of education is, in the humble opinion of your memorialists, highly unsatisfactory. In the first place, out of an income of nearly fifty millions, only £680,530 is allotted to education; and that amount is thus divided among the several provinces:

| Provinces. | Total revenue. | Allotment for education for 1870–'71. |
|---|---|---|
| Madras | £8, 010, 915 | £90, 052 |
| Bombay | 9, 616, 233 | 118, 271 |
| Bengal | 15, 379, 708 | 234, 384 |
| Northwestern provinces | 6, 351, 728 | 103, 528 |
| Punjab | 3, 873, 749 | 64, 909 |
| Oude | 1, 590, 483 | 26, 056 |
| Central provinces | 1, 088, 815 | 27, 864 |
| British Burmah | 1, 161, 478 | 10, 998 |

"The recent resolution of the government of India involves the transgression of the educational charter of India on three cardinal points: 1st, it divorces English from vernacular education; 2d, by causing this divorce it undermines the sound basis of Indian education, viz., European knowledge, inasmuch as the Bengalic language, though far more improved than most of the vernaculars of India, is not sufficiently advanced for the communication of knowledge 'in the improved arts, science, philosophy, and literature of Europe;' and 3d, by discountenancing aid to 'English education,' it destroys the prospects of the aided Anglo-vernacular schools which feed the colleges, and where the bulk of the middle classes receive their education.

"The practical result of the new policy announced by the government of India would, your memorialists believe, be the surrender of English education of a higher order to the Christian missionaries, whose avowed object is to proselytize the people of this country, and subvert their national religion. It may easily be surmised that such an issue will fill her Majesty's native Indian subjects with the deepest discontent, for what could be more unsatisfactory to a nation than to see its own hard-earned resources placed in the hands of a body of propagandists, whose chief aim it is, as observed above, to overthrow its religious and social fabric."

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So far we have given extracts from the memorial, which is very voluminous, and contains twenty-two separate clauses, five of which we have taken. From the different speeches, reported at length in the Hindoo Patriot of July 11, 1870, we extract the following detached paragraphs:

"In 1868–'69, there were reported by the director of public instruction 5,423 schools of every grade, English and Bengalic, aided and unaided, giving instruction to 215,550 students.

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"It has been proposed to raise the fees in all government and aided English schools as a means of diminishing the contributions of the state for such education, so that English education in Bengal may be prosecuted 'not only without carrying a charge to the imperial revenue, but even so as to provide some means for helping forward vernacular education.' This proposal assumes in the first place that the students in our government colleges and schools pay less schooling fees than the students in other civilized countries, say England, France, Prussia, Italy, and Switzerland, and in the next place the capability of the parents and guardians of these students to pay more. Both these assumptions are alike unwarranted. In the University of Oxford, the fee payable under a recent statute is £3 10*s.* per annum. In France the fee charged in all its colleges (lycées) ranges from £6 to £10 per annum, and the fee for the communal colleges, which resemble our district schools, is £4 per annum. In Prussia the average fee rate is a little lower than £2 14*s.* per annum, and the highest fee rate appears to be £4 per annum. Mr. Arnold calculates that in Italy, a state so newly constituted, and engaged in struggles with such gigantic difficulties, the yearly average cost of a student for maintaining himself at the university, all charges included, is about £3. As for Switzerland, the same author observes that the 'fees are low and the staff of professors is excellent.' Mr. Arnold also tells us that France spends £3 7*s.*, Italy £5 12*s.*, from the imperial exchequer, and that in the year 1861 Prussia spent £79,629 to meet a sum of £2,761 from the students' fees, endowments, &c., yielding a further sum of £21,160. Now, gentlemen, compare these figures with the statement on page 5 of the report of public instruction, 1868–'69, and you will find that the cost of each pupil to the state in Bengal is rs. 10 12–7 only.

"Can it be said in this state of facts that the students of Bengal receive a charity education? Can it be maintained for one moment that parents and guardians of our students pay nothing for the education of their children?" * * *

"It has been said that the position and wealth of the students who read in our government colleges and schools is such that they can easily pay an increased fee for their education. To rebut this assumption I have only to read the remarks of Mr. Sutcliffe, principal of the Presidency College, reported in page 431 of the the Report on Public Instruction for 1868–'69. After giving a full analysis of the positions and occupations of the guardians and parents of the students, the learned principal says that 25 per cent. of the students are dependent upon their scholarship for defraying their college expenses. This remark of the principal of our most expensive government institution has an eloquence which I can hardly surpass, and if, with facts like these, the government should still insist on an increase of the schooling fees, it would only strengthen the impression that under the high-sounding name of mass education lurks an intention to bring about a dissolution of our great educational institutions." * * *

"Is the system of education that has been adopted in Bengal entirely provided by the government? Do we not contribute very largely, if not equally, with the state for this system? The receipts and disbursements of the education department for the years 1868–'69, as given in page 44 of the Calcutta Gazette, shows that out of a total gross outlay of £295,150, £119,651 is from private sources, and only £175,400 is paid by the state." * * * * * * * * *

"The history of education in this country, and the marvelous changes wrought by it during the last two quarters of a century afford, in my humble judgment, the strongest condemnation of the educational policy propounded by the government of India, and also the strongest support to the resolution itself. For some time after the establishment of the British supremacy in India no thought could be bestowed on the education of the people. But when the empire was consolidated and peace was proclaimed, better ideas dawned on our rulers.

"Warren Hastings was keenly alive to the importance of extension of oriental learning. Lord Moira recorded a minute in the judicial administration of Bengal, in which he fully recognized the duty of the state to promote the moral and mental advancement of the people. Several English schools were in the meanwhile established in Calcutta and the metropolitan districts, the first of these being one set up at Chinsurah by Mr. Robert May, a dissenting missionary, and which culminated in the college of Mahomea Moslem. These schools spread a taste for English learning. Availing themselves of this altered state of feeling, David Hare, Sir Hide East, and the leading members of the native community in 1816, established the Hindoo College. The Hindoo College, sir, proved a brilliant success. Its alumni were the first band of reformers who made noble exertions to improve and elevate their country. They were eager to communicate the knowledge they had acquired at the college to their less fortunate countrymen, and they established for this purpose several schools in and around Calcutta. Of these schools I have given a detailed list in a paper read by me at the Bengal Social Science Association.

"In 1835 the battle between the Orientalists and the Anglicists was decided in favor of the latter, and a new system of education inaugurated." * * *

"At present the extensive cultivation of some foreign language, which is always very improving to the mind, is rendered indispensable by the almost total absence of vernacular literature, and the consequent impossibility of obtaining a tolerable education from that source only.

"The study of English, to which many circumstances induce the natives to give the preference, and with it the knowledge of the learning of the West, is therefore daily spreading. This, as it appears to us, is the first stage in the process by which India is to be enlightened. The natives must learn before they can teach. The best educated among them must be placed in possession of some knowledge before they can transfer it into their own languages." * * * * * * *

"I know a host of educated natives who communicated their knowledge to their less fortunate countrymen in their own language and in the manner and form most acceptable to them. The cry that has been raised against them, that, having received a charity education in the colleges, they have done nothing for their country, is an unreasoning cry. Now, the truth is exactly the other way. The education they have received is neither a charity education, as shown by Mr. Atkinson and by the fact that the Hindoo school and Hare school are nearly self-supporting; nor is it true that they have failed in their duty as educators. Far from having done nothing, they have done a great deal in furtherance of the cause of education. They have been foremost in organizing schools, literary societies, and newspapers in every possible way. Their exertions in this direction have been most indefatigable and laudable, and instead of evoking the obloquy of a clique deserved the lasting gratitude of the public."

We have given these extracts as furnishing the latest summary of the present state of education in this province of British India, to be obtained from material in possession of this Bureau.

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# AUSTRIA.

## EDUCATION OF THE WORKING CLASSES.

One of the greatest benefits yet conferred upon the working classes of Austria is the general school bill of the 14th of May, 1869, which renders national education compulsory, and greatly elevates the standard of it. In accordance with this law, compulsory attendance at school begins with every child at the age of six, and is continued uninterruptedly to the age of fourteen. But even then, (that is to say, at the end of his fourteenth year,) the child is only allowed to leave school on production of certified proof that he has thoroughly acquired the full amount of information which this great law fixes as the *sine qua non* minimum of education for every Austrian citizen. The prescribed educational course comprises reading, writing, and arithmetic; a sound knowledge of the native language, history, and chiefly, though not exclusively, that of the native country, embracing the political constitution and general social structure of it, geography in the same sense, all the more important branches of physical science, geometry, geometrical drawing, &c., singing, athletic exercises. Children employed in the large factories, or prevented by special circumstances from attending the com-

munal school, may complete or continue their education at any special school supported by their employer, and the employers are authorized to found schools for that purpose. But it is a *sine qua non* condition that all such schools shall provide the full amount and quality of education required by law, and otherwise fulfill all the obligations prescribed by the general school bill, which subjects every school, whether private or public, to the instruction of the state. In places where a special trade school exists, the employer is bound to send his apprentices to it. In addition to the subjects of instruction above enumerated, every child is simultaneously provided with religious instruction in the creed to which he or she is born. The local ecclesiastical authorities or notables of the church or religious community to which each child belongs are entitled, and indeed bound, by law to provide competent teachers for this purpose.

The free selection of the teachers is left entirely to these religious bodies, subject only to the certified proofs which the state exacts of the teacher's proficiency and general character. It is only in the event of the local religious communities declining to avail themselves of the privilege allotted to them by the law that the state steps in and undertakes the duty which they refuse to discharge. But this religious instruction, which is altogether denominational and on a footing of impartial equality for all religious sects, is kept by the state carefully apart from the secular education, which is, in every case, obligatory, and which it is in no case allowed to interfere with, or attempt to control. Nor are any private schools tolerated by the government which do not efficiently provide the prescribed amount of secular instruction; although, so long as this condition be fulfilled, the law imposes no limit to the foundation of private educational establishments.

Such is the education now provided in Austria for every child of the working classes.

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# EDUCATION IN AUSTRALIA.

## VICTORIA.

This Bureau has received, with the request for the exchange of educational reports, the seventh report of the board of education of Victoria, for the year 1868, dated April 30, 1869, made to the governor, and by his excellency presented to both houses of Parliament. From the statistics given by the Hon. Benjamin F. Kane, secretary of the board, the following summary is taken:

| | |
|---|---|
| Total population of the colony | 683,977 |
| Total number of children of five to fifteen years of age | 166,907 |
| Number attending common schools | 101,925 |
| Number attending private schools | 19,009 |
| Average attendance | 58,420 |
| Total number of school establishments, whether denominational, national, or common | 798 |
| Separate departments, each under a head teacher | 834 |

The board of education consists of five members, who hold their office for the term of five years. During the year 1868 the board held seventy-eight meetings.

### REMARKS CONCERNING THE STATISTICS OF ATTENDANCE.

Five out of eight of the whole number of children between five and fifteen are attending schools, either public or private, according to estimates based upon data in possession of the board. Upon this subject the report states that—

"In estimating the number of children receiving instruction, it must be borne in mind that a large number of children who do not attend either public or private schools are taught at home by tutors and governesses, and by their parents; and probably every person who reads this report will be aware of many such cases. In many of the gold-fields, and in the bush more especially, children are taught in this manner, owing to the unwillingness of parents to send their children to schools in the absence of any other than common schools, to the preference of parents for home instruction, or for other reasons. We refrain from making any estimate of the number of children taught by these persons, because the data upon which we have to work are too scanty to admit of that precision which should always characterize statistical information; but if we add those children under fifteen who, having received more or less education, are employed in pursuits which prevent their attendance at school, it will no doubt be found that they form in the aggregate a considerable portion of the whole.

"From the above figures we arrive at the conclusion that 17.70 per cent., or one in 5.65 of the total population, and 60.90, or nearly two out of three of children between five and fifteen years of age, are attending schools with an amount of regularity which

is not equaled either in England or America; and allowing for the facts that the children attending school vary from year to year, those attending one year leaving the next, and others taking their places; that many under fifteen have left school and are engaged in various employments; and that many others are taught by tutors, governesses, and parents, we believe we are justified in arriving at the conclusion that the number of children unprovided with education is less than is generally estimated, and that the great liberality of Parliament in providing for public education has not been unproductive of substantial fruit."

### DESTITUTE CHILDREN ATTENDING SCHOOLS.

During the past year, under the operation of the rule reducing by one-half the amount paid by the board for the education of destitute and deserted children and orphans, the proportion of such children decreased about 20 or 26 per cent., while at the same time the aggregate proportion of the children attending school increased. Under the present regulations the following is the scale for such payments:

"For a single scholar above eight years of age, 4½*d.* per week; for a single scholar under eight years of age, 3*d.* per week; when more than one attend from the same family, per scholar, 3*d.* per week. But in every such case a certificate must be furnished to the local committee, signed by a justice of the peace or registered clergyman, in form of A or B, Appendix K, and a copy thereof forwarded to the board; and the board will require to be satisfied that such case really exists. Every such certificate must be renewed half-yearly."

A return is submitted in the appendix, which gives interesting information relative to the proportion of destitute children attending schools of the different classes receiving aid. The following is a summary of the return:

| | |
|---|---|
| "Roman Catholic common schools | 43.80 per cent. on the rolls. |
| Church of England common schools | 27.34 per cent. on the rolls. |
| Wesleyan common schools | 24.69 per cent. on the rolls. |
| Vested common schools | 21.31 per cent. on the rolls. |
| Presbyterian common schools | 20.35 per cent. on the rolls. |
| Non-vested common schools | 17.32 per cent. on the rolls. |

"It will be observed from this table that the proportion of destitute children attending Roman Catholic schools far exceeds that of any other denomination or class of schools, being three-fifths more than that attending Church of England schools, four-fifths more than that attending Wesleyan schools, and more than double that attending any other schools. It will also be observed that the percentage of these children attending the non-vested schools (by which is meant schools which, although not actually vested in the board, are conducted upon the same principles, but which at the same time include many schools which are the private ventures of the teachers) is 17.32 per cent."

### DIRECT GAIN TO TEACHERS BY DESTITUTE CHILDREN.

"It will be interesting to consider what direct pecuniary gain is now afforded to teachers by the destitute scholars. The direct gain is comprised in the payments by the board of school fees and for results; and, according to the returns for 1867, allowance being made for the reduction in the fee by one-half since that date, is as follows:

| | Fees. | | | Results. | | | Total. | | |
|---|---|---|---|---|---|---|---|---|---|
| | £ | *s.* | *d.* | £ | *s.* | *d.* | £ | *s.* | *d.* |
| "For each individual child on the rolls | 0 | 7 | 5¼ | 0 | 5 | 7¼ | 0 | 13 | 0½ |
| For each individual child in average attendance | 0 | 13 | 1½ | 0 | 9 | 10½ | 1 | 3 | 0 |

Showing that each child in average attendance is worth £1 3*s.* per annum, or, counting 46 school-weeks in the year, sixpence per week, being 3.42 pence in fees, and 2.58 pence in results."

During 1868 aid was granted to forty-seven schools, of which twenty-seven were vested in the board; eleven were non-vested, having been established with the intention of being vested at a future time, or being conducted on the same principles; eight were connected with the Roman Catholic Church, and one with the Church of England.

All schools receiving aid must follow the course of instruction laid down by the board, but other branches may be introduced with the sanction of the board. The report states that the sanction thus given has been abused in some instances, in which schools have been conducted in upper and lower departments—the former being established for children of a higher social position—where the pupils are separated and taught apart, extra fees being charged for instruction in extra subjects, imparted by special teachers. "We consider," says the report, "that any practice which has a tendency to restrict the benefits of a school to a particular class, or to exclude from its

benefits the mass of the people, or to recognize social distinctions in schools which are established for all alike, is not in accordance with the spirit of the common-school act, and should not be tolerated."

### SCHOOL-BOOKS.

The school-books published under the authority of the commissioners of national education in Ireland are, as hitherto, more in demand in the schools of the colony than any other series, and this, it is stated, will continue to be the case as long as they are supplied at rates so much below all other publications of the kind.

### EVENING SCHOOLS.

Every facility is afforded for the establishment of evening schools, and the regulations relative to the payment of results in force in day schools apply equally to them.

### TRAINING OF TEACHERS

Is reported as still in an unsatisfactory state; the institution now in operation is doing good work, as far as its capabilities extend, in turning out some fair teachers. The superintendent is zealous and painstaking, but the institution, although under the direction of the Church of England, is little more than the private speculation of the master. A general training institution, unconnected with any denomination and on a more extended basis, is a desideratum, to which the board has directed its attention.

### TEACHERS' SALARIES AUGMENTED BY RESULTS.

Under the law the minimum salaries of teachers are fixed; they may, however, augment them by results, as has been stated, according to the amount of improvement apparent in classes upon examination. The report states that "the amount which a school is now competent to gain under results, called the maximum increment, is 45 per cent. of the average fixed salaries paid to the school month per month. We have reserved to ourselves the power, subject to the approval of the governor in council, to increase or diminish this maximum increment as the interests of education may require, or the amount voted by Parliament may render necessary. We have also provided that the balance, if any, of the amount set apart for results which may remain unexpended at the end of the present year, may, at our discretion, be distributed among all the schools."

### PUPIL-TEACHERS.

There is a system of pupil-teachers in operation, by which teachers are educated and fitted by experience for the work. These teachers receive salaries, and are permitted to improve their education by taking lessons out of school hours, under certain restrictions. A late rule adopted by the board of education upon this subject is as follows:

"That pupil-teachers be of the same sex as the principal teacher of the school or department of a school in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school hours from the master, on condition that some adult female, approved by the local committee and by the inspector, be invariably present during the whole time that the lessons are being given by the teacher; provided also that the teacher and said adult female be not both young and unmarried."

This rule is somewhat similar to that adopted under the committee of council of education in England, but it is not so stringent. "It is unnecessary," says the report, "to make any remarks as to the advisability of such a rule."

### GENERAL FEATURES OF THE SCHOOL SYSTEM.

One of the prominent features of the school system is that of inspection, for which £6,900 was voted in 1868. The school system of Victoria also embraces many interesting peculiarities, to gain a full idea of which, the report should be examined.

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## EDUCATION IN ECUADOR.

Ecuador boasts of one university and eleven colleges, yet the people are not educated. Literature, science, philosophy, law, medicine, are only names. Nearly all young gentlemen are doctors of something; but their education is strangely dwarfed, defective, and distorted; and their knowledge, such as they have, is without power as it is without practice. The University of Quito has 285 students, of whom 35 are

pursuing law, and 18 medicine. There are 11 professors. They receive no fees from the students, but an annual salary of $300. The library contains 11,000 volumes, nearly all old Latin, French, and Spanish works. The cabinet is a bushel of stones cast into one corner of a lumber room, covered with dust, and crying out in vain for a man in the university to name them. The College of Tacunga has 45 students; a fine chemical and philosophical apparatus, but no one to handle it; and a set of rocks from Europe, but only a handful from Ecuador. The College of Riobamba has 4 professors and 120 students. In the common schools, the pupils study in concert aloud, Arab fashion. There are four papers in the republic: two in Guayaquil, one in Cuenca, and one in Quito. *El Nacionel*, of the capital, is an official organ, not a newspaper. It contains 14 duodecimo pages, and is published occasionally by the Minister of the Interior. Like the *Gazeta*, of Madrid, it is one of the greatest satires ever deliberately published by any people on itself. There is likewise but one paper in Cuzco, *El Triumfo del Pueblo.—The Andes and the Amazon—Prof. James Orton.*

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# MEDICAL EDUCATION IN THE UNITED STATES.

"The medical faculty, in common with all enlightened members of the profession, desire earnestly that a rule might prevail in our country like that which prevails in most of the universities of Europe by which a liberal education should be the necessary introduction to professional study. The sciolist easily runs into the empiric, but he who has obtained a thorough scientific discipline knows how to discriminate between visionary conjectures and established truths."—*Catalogue of the University of Michigan*, 1870.

A consideration of medical education is properly introduced by a short account of the number, public standing, relation to government, and organization of—

## (I.) THE MEDICAL PROFESSION OF THE UNITED STATES.

1. *Number.*—The total tax collected during the year 1869 by the Internal Revenue Bureau from physicians and surgeons was $505,785 55. From this it is *estimated* that the number of practicing physicians and surgeons in the United States is over 50,000.

2. *Public Standing.*—The profession is divided in this country into various schools or systems, founded on various theories of disease or treatment or medication. The hydropathic or water-cure, the eclectic, and homœopathic systems of practice forming the minority. But the vast majority of reputable practitioners in this country, as well as in other countries, belong to what they denominate simply the system or the regular system of medicine, repudiating any less extended or more descriptive designation.

The practitioners of all these systems seem to depend for their individual recognition by the public upon their individual qualities, personal and professional.

3. *Relation to the Government.*—Practically the medical profession in the United States stands in precisely the same relation to the State governments and to the General Government as is held by all the other professions and occupations. The National Government taxes a practitioner yearly, and, with the exception of the usages of the Army and Navy, takes no further supervision of the profession as such. The States, with perhaps one or two exceptions, take no action as to its character, the conditions of entrance, education, membership, or compensation; they grant charters for hospitals and medical schools very often without consulting the needs of the profession or the public good, or even investigating the personal or professional character of the incorporators. Counties and towns employ physicians and surgeons for the care of the sick poor in their limits, (though this practice is by no means as universal as it should be;) and the larger cities of the country have established boards of health, and have devised various and often valuable regulations for public hygiene.

4. *Professional organization.*—The total absence of governmental authority above referred to, and the needs of the profession, have combined to force it to organize itself. The physicians of a city or county have formed medical associations of a simple but generally efficient character. The objects of these societies may be generally described as being to impart information to each other, and to regulate the conduct of the members toward the public and the profession, to settle the scale of fees, &c. In many of the States the local and county societies, combining with the medical boards of the hospitals and the faculties of the medical schools, form State associations. The national organization is known as the American Medical Association, which is composed of delegates from the city, county, and State associations, medical college faculties, hospital staffs, and the medical corps of the United States Army and Navy.

The peculiarity of these associations is that they are perfectly powerless to coerce errant members of the profession. They can only annoy, they cannot punish.

The organization of the so-called irregular systems of medical practice (when they have any organization worthy of the name) is similar in principle.

Having noted some facts respecting the profession, we naturally arrive at the consideration of its methods of instruction. For want of space it will not be possible to allude to its history except when necessary to the explanation of some point in

## (II.) THE PRESENT CONDITION OF MEDICAL EDUCATION IN THE UNITED STATES.

1. *Preliminary training.*—The medical student in this country generally has little more than a common school, or at the most, an academic education, as a preliminary to his professional studies.

Probably four-fifths of our college graduates who study professions enter law or divinity schools. In other words, ordinary medical students, when commencing their studies, have some acquaintance with the English branches: reading, spelling, writing, arithmetic, geography and grammar, (though they are frequently so deficient as to make their classmates envy their impudence;) some of them have, in addition, some knowledge of natural philosophy, of the rudiments of Latin and Greek, and of algebra and geometry; a very few have enjoyed greater opportunities, and may claim to have pursued a course of ancient or modern languages, (rarely both,) of the higher mathematics, mental and moral philosophy, chemistry, political economy, and logic.

2. *Professional instruction.*—The rule of regular medical colleges is to demand three years' study, (in which are included at least two courses of lectures,) so the aspirant for medical information generally makes an arrangement with a practitioner to study in his office. In former days it was quite common to indenture the student to his preceptor, his services in compounding pills, plasters, and draughts compensating for his instruction and use of books, and affording him an opportunity to become practically acquainted with the uses, doses, and composition of medicines. In later years, pharmacy is being gradually but surely separated from medicine, in accordance with the tendency of the age; and medical students, especially in cities and towns, are year by year less likely to have a practical knowledge so useful in these respects to the profession.

The student remains in a medical man's office for a period varying from three months to a year, during which, if his preceptor is a busy and popular practitioner, he has not been examined on the progress he is making times enough to make it worth mentioning or remembering. He during this time reads some work on human anatomy without any appliances except a defective set of bones, the relic of his preceptor's dissecting days, and perhaps a fair set of anatomical plates; he also reads some books on physiology, materia medica, and perhaps chemistry, and even attacks the theory and practice of medicine; sometimes minor surgery is also read. During all this route he is apt to be bothered by the strange and seemingly barbarous phraseology of these works, and to wonder why the language his tongue is accustomed to speak cannot describe the facts his eyes can see.

The neophyte then hies to some medical school, pays a small matriculation fee, writes his name, age, and residence, and the name of his preceptor on the matriculation book, which are absolutely the only necessary qualifications for his entrance. He pays for his lecture tickets, and where courses of practical anatomy and hospital clinics are obligatory, for the hospital and demonstrator's tickets, finds a place to lodge and get his meals, and begins attendance on the course which he finds is not at all compulsory, and that he can *cut* a lecture when he pleases.

Here at the very outstart in most colleges he finds a very puzzling difficulty. He finds that he is in the same room with and listening to exactly the same lectures as the men who have already taken one or two courses of instruction. He sits despairingly, note-book in hand, as the majestic physician, or the celebrated surgeon pours out statements, observations, allusions, theories, and directions, familiar to himself and understandable by the advanced students, but to the tyro astounding and bewildering. He follows the ward officers of the hospital in the clinical round, and, amid a crowd of fellow students, catches fragmentary glances at the patients and imperfect hearings of the glib diagnosis, prognosis, and treatment of cases, before, perhaps, he has learned anything about the province of physical examination, the use of the microscope, chemical tests, the thermometer, and other diagnostic means, or the favorable or unfavorable signification and interpretation of symptoms, or the appropriate application of remedies.

He finds that the short duration of the lecture-course necessitates enormous crowding of matter. From twenty to thirty lectures of an hour apiece, as well as hospital clinics, and dissecting each week, practically prevent his reading very much on the subjects the lectures treat of, or the cases illustrate.

The duties of the professors to their patients preclude any very extended daily examination of the students in the subjects of the lectures they have heard the day before: and thus they cannot know very well what points need elucidation, what

errors need correction, and in what direction the private study of the student should be turned.

Space will not admit of any detailed description of the vexation of studying chemistry without any appliances for repeating, and thus firmly fixing in mind, the experiments displayed by the professor during the lecture; or of the wild shots the embryo dissector makes in the anatomical room for want of supervision; or of the numberless annoyances that he meets with at every hand. Suffice it to say, that the student generally neglects the dryer branches for the two he thinks will be the most immediately useful, so that practice of medicine and surgery crowd chemistry and anatomy to the wall with a majority of every class.

The student worries through his first course without being examined, goes home, and resumes his studies with his preceptor, and, when he becomes a little rested by the cessation of these incongruous and multifarious attacks on his mind, if a sincere student, gradually arranges and classifies the information he has received, reads the text books, applies the stethoscope and the thermometer to some cases, assists in reducing some dislocations, &c., thus, during the time intervening between his two lecture courses he becomes, in many respects, fitted for rapid progress when he returns to the medical school. But mark, he is as far from nearly all anatomical and chemical appliances as he was when he began his studies; and the appalling dryness of the text books on these subjects also contributes to prevent him from becoming acquainted with the very foundations of the science—the facts on which surgery and medicine are based.

Many students, especially in the West, take only one course, before seeking practice. Those who are more able or wiser return to the medical school and resume their studies.

Now, our student finds another trouble. He discovers, if he has worked hard all this past time, that a great deal of the course is to him familiar—familiar do I say?—musty, clogging, a hinderance, not an assistance. He wants to hear new things, to enter new fields, to acquire new treasures, not to endure a dreary review of his past instruction. If he is a thorough student, he takes up anatomy, chemistry, and whatever he knows he is defective in, only paying attention to the lectures sufficient to enable him to stand a creditable quiz (examination) when the professor finds time, or his conscience forces him to the effort. If he has spare means, he generally joins a quiz-class, in which the members are thoroughly questioned on the subjects of lectures they have heard. These classes are held by members or attachés of the faculty, as supplementary to the lecture instruction, and are of immense service to the student. Very poor men, as many of the class are, cannot take advantage of this aid.

3. *Graduation.*—Finally the days of examination arrive. The candidate for medical honors has written and presented his thesis, (in English,) has deposited his graduation fee, has crammed furiously, or has wisely made up his mind that if he is fit to graduate the professors will be apt to know it, or, if more shrewd than well grounded, thinks that the college wants the graduation fee as badly as he wants its diploma, and will pass him if there is the smallest excuse for doing so; he goes to each professor or before the whole faculty in session, (the usage varies in different colleges,) answers or tries to answer the questions asked him, in accordance with his best convictions, and with the professor's hobbies, if any exist; if he has become known as a good student, a punctual and steady attendant at lectures and clinics, and his thesis happened to please the examiners, he finds that his path is made smooth, and he goes away exalted.

Generally very few of any class get *plucked.* Sometimes men are allowed to graduate if they will promise to pursue a certain amount of study subsequently under the surpervision of the faculty.

4. *Degrees.*—They graduate, are called *medicinae doctores*, and go home or out in the world to practice the precepts they have bolted in such haste. Comparatively few men (at least in the South and West) ever study three full years before applying for a diploma.

5. *Post-graduate course.*—If a graduate wishes to pursue his studies further, he must do so independently of any instructions our medical schools furnish; he has, generally, the privilege of attending further courses of lectures by paying a small sum. But for an extension of his studies he must go to Europe or depend on books at home. No proper post-graduate course is provided in our country.

6. *Summary.*—This is the ordinary course of medical study in this country. In it the following branches are taught to a greater or less extent, viz: anatomy, descriptive surgical, and pathological, with dissections; chemistry, inorganic and physiological; physiology; hygiene; therapeutics and materia medica; theory and practice of medicine; surgery and operations, major and minor; obstetrics and diseases of women and children; toxicology and medical jurisprudence, with medical and surgical, and, sometimes (very rarely) obstetrical and ophthalmic clinics.

Having briefly described the educational course of a medical student, (in which no individual institution is particularly alluded to but the average opportunities and the ordinary usage as faithfully as possible described,) it may be instructing to notice the

## (III.) CONTRAST BETWEEN MEDICAL EDUCATION IN THIS COUNTRY AND IN EUROPE.

1. *In the United States.*—I give below extracts and abstracts from the official publications of several colleges in this country, respecting the qualifications for admission demanded, the course of instruction given, and the requirements for graduation.

### MEDICAL SCHOOL OF HARVARD UNIVERSITY.

There are 9 chairs: 1, morbid anatomy; 2, anatomy and physiology; 3, theory and practice of physic; 4, anatomy; 5, chemistry; 6, surgery; 7, obstetrics and medical jurisprudence; 8, materia medica; 9, clinical medicine. There are 10 adjunct and assistant professors and instructors.

The school is established in Boston to secure those advantages for the study of anatomy, physiology, and clinical medicine which are afforded only by large cities. Instruction is given throughout the year by thirteen professors, several instructors, and university lecturers. There are two sessions. The winter session comprises the lecture term, when systematic courses are delivered in all the departments, of which there are eleven. The summer session includes the spring and autumn terms, and is occupied by recitations and practical instruction of various kinds. During both sessions there are visits and clinical instruction in the Massachusetts General and City Hospital, at the dispensary, and eye and ear infirmary.

Students of medicine designing to attend the medical lectures, or any of them, shall be matriculated in this university by entering their names with the dean of the executive faculty, to be enrolled by him, and by signing an obligation to submit to the laws of the university, and to the direction of the faculty of medicine.

Every candidate for the degree of doctor in medicine must comply with the following conditions before being admitted to examination:

1. He shall satisfy the executive faculty that he is of good moral character, and has arrived at the age of twenty-one.

2. He shall have attended two courses of lectures delivered at the Massachusetts Medical College by each of the professors of the departments of anatomy, physiology, chemistry, materia medica and pharmacy, morbid anatomy, midwifery, surgery and clinical surgery, clinical medicine and the theory and practice of medicine; but if he shall have attended a similar course in any other college or university approved by the executive faculty, the same may be accepted in lieu of one of the courses above required.

3. He shall have spent three years in his professional studies, under the direction of a practitioner of medicine.

4. If he have not received a university education, he shall satisfy the executive faculty in respect to his knowledge of the Latin language and experimental philosophy.

5. He shall have given notice of his intention to the dean of the executive faculty four weeks previous to the day on which he presents himself for examination, and, at the same time, shall have delivered or transmitted to the dean a dissertation, written by himself, on some subject connected with medicine. Every dissertation shall be submitted by the dean to the examination of the executive faculty in the mode which they shall point out.

### UNIVERSITY OF PENNSYLVANIA—MEDICAL DEPARTMENT.

There are 8 professorships: 1, materia medica and pharmacy; 2, chemistry; 3, anatomy; 4, surgery; 5, institutes of medicine; 6, obstetrics and diseases of women and children; 7, theory and practice of medicine and of clinical medicine; 8, clinical and demonstrative surgery.

There are also special clinical lectures on clinical medicine, (with 3 assistants:) physical diagnosis; microscopy and chemistry, applied to diseases of the urinary organs; diseases of women and children; clinical and demonstrative surgery, (with 8 assistants:) syphilis; diseases of the eye and ear; surgical diseases of the mouth.

There is 1 demonstrator of anatomy and 7 assistant demonstrators, 3 demonstrators of practical surgery, and 1 assistant in medical microscopy.

There is also an auxiliary faculty of medicine, with chairs of—1, zoölogy and comparative anatomy; 2, botany; 3, mineralogy and geology; 4, hygiene; 5, medical jurisprudence, including toxicology.

Ample means of teaching clinical medicine and surgery, and the diseases of women and children, are presented in the university and in the various hospitals and dispensaries of the city.

Clinical instruction (without fee) is also given throughout the year in the Philadelphia Hospital, Pennsylvania Hospital, Episcopal Hospital, St. Joseph's Hospital, Will's Hospital for the Eye, City Lying-in Hospital, and Children's Hospital; also, the Ger-

man Hospital, Jewish Hospital, and St. Francis Hospital. Additional instruction is also given in the university dispensary and the surgical wards in the college building.

The dissecting room is open during the session, under the supervision of the professor of clinical and demonstrative surgery and his assistants. Every student is here thoroughly instructed and practically trained in the application of bandages and surgical apparatus, and in the performance of operations upon cadaver. Instruments, splints, and bandages are supplied free of cost.

The rules for gradnation in medicine are as follows:

1. The candidate must have attained the age of twenty-one years, have applied himself to the study of medicine for three years, and been, during that time, the private pupil, for two years at least, of a respectable practitioner of medicine.

2. The candidate must also have attended two complete courses of the following lectures in this institution: Theory and practice of medicine; anatomy; materia medica and pharmacy; chemistry; surgery; obstetrics and diseases of women and children: institutes of medicine.

3. Medical students who have attended one complete course in a respectable medical school, where the attendance on two complete courses is necessary to a degree, where the same branches are taught as in this, and which is placed upon the *ad eundem* of this school, are permitted to become candidates by an attendance here for one full course; the rules of graduation being in other respects observed.

4. The candidate, at the time of his application, must deliver to the dean of the medical faculty a thesis, composed by himself, on some medical subject. This thesis is referred to one of the professors, who shall examine the candidate upon it, and make his report thereon to the medical faculty.

### JEFFERSON MEDICAL COLLEGE, PHILADELPHIA, PA.

There are 7 chairs: 1, general description and surgical anatomy; 2, institutes and practice of surgery; 3, practice of medicine; 4, obstetrics and diseases of women and children; 5, chemistry; 6, materia medica and general therapeutics; 7, institutes of medicine and medical jurisprudence; 1 lecturer on clinical medicine; 1 demonstrator of anatomy.

The course of instruction includes a carefully considered combination of didactic and clinical teaching, the result of many years' experience.

The clinical facilities of Philadelphia are unsurpassed. The clinic of the Jefferson Medical College is held in high esteem throughout the country, and the cases of every variety, from the rarest form of disease to that met with in daily practice, are presented during the session.

Besides the college clinic there are in the city 18 hospitals, 7 dispensaries, and 38 other charitable institutions, affording every facility for the practical study of disease and injury. The opportunities offered to the student, indeed, are only limited by the time at his disposal.

Believing that clinical studies pursued too exclusively can only lead to empiricism in practice, the didactic lectures are so arranged as to give the student a thorough knowledge of the principles of his profession. The most ample means of illustration are employed, and every care taken to treat the subject clearly and with a direct reference to practical results.

While it has not been found practicable to extend the regular course beyond the usual period, from October to March, yet the faculty, wishing to afford the fullest opportunity to the student, have arranged a course of supplementary lectures, which extends through the months of April, May, June, and September, without additional charge, except the registration fee of $5.

The candidate for the degree of M. D. must be of good moral character, and at least twenty-one years of age. He must have attended at least two full sessions of lectures in some regular and respectable medical school, one of which, the last, shall have been in this college, and must exhibit his tickets, or other adequate evidence thereof, to the dean of the faculty.

He must have studied medicine for not less than three years, and have attended at least one course of clinical instruction in an institution approved by the faculty. He must present to the dean of the faculty a thesis of his own composition, correctly written, in his own handwriting, on some medical subject, and exhibit to the faculty, at his examination, satisfactory evidence of his professional attainments. The degree will not be conferred upon any candidate who absents himself from the public commencement, without the special permission of the faculty.

### DEPARTMENT OF MEDICINE AND SURGERY OF THE UNIVERSITY OF MICHIGAN.

There are 7 chairs: 1, chemistry, mineralogy, pharmacy, and toxicology; 2, obstetrics and diseases of women and children; 3, pathology and practice of medicine; 4, anatomy and physiology; 5, organic chemistry and metallurgy; 6, therapeutics and

[illegible]

[illegible]

[illegible]

nously in this or some other school. He must also have followed the practice of a hospital.

3. He must undergo a satisfactory examination on all the branches taught in this college, and write an acceptable thesis, in the English, Latin, French, or German language, on some subject connected with medicine. A second regular examination will be held in the course of the summer. Applicants who have complied with all the requirements may present themselves at either of these examinations. At no other time will students be examined.

4. He must, by the first of February, notify the dean, in writing, of his intention to become a candidate, and deliver to him his thesis and graduating fee, both of which will be returned in case of withdrawal or rejection.

### MEDICAL DEPARTMENT OF THE NORTHWESTERN UNIVERSITY, (CHICAGO MEDICAL COLLEGE.)

There are 16 regular professorships, including clinical medicine and clinical surgery, and 16 professors besides the demonstrator of anatomy. It provides for three consecutive courses of instruction, (junior, middle, and senior,) one for each of the three years of study, and an examination at the end of each term. The regular lecture term is five and a half months, with a free summer course of three months added.

2. *In Europe.*—The following facts respecting medical education in Europe are an abstract of the remarks on the subject in the report of Dr. J. W. Hoyt, one of the commissioners to the Paris Universal Exposition. They will serve to compare with the preceding statements:

### ITALY.

In Italy, the applicant for admission to the medical school must present a certificate showing that he has completed the studies of the lyceum—Greek, Latin literature, Italian literature, history and geography, philosophy, (mental and natural,) chemistry, mathematics, natural history, mechanics, and gymnastics, and has been examined in the higher mathematics, the elements of natural history, and Italian and Latin literature. The term of study is six years, in which the studies are distributed substantially as follows:

*First year.*—Botany, physics, inorganic chemistry, zoölogy, comparative and human anatomy, and normal histology, with practical, anatomical, and botanical exercises.

*Second year.*—Natural philosophy, physiology, organic and physiological chemistry, human anatomy, with practical, anatomical, and physiologico-chemical exercises.

*Third year.*—Physiology and general pathology, with practical experiments in physiology and in pathological histology.

*Fourth year.*—Special pathology, medical and surgical, materia medica, therapeutics, hygiene, and topographical anatomy, with dissections, pathological and topographical, and attendance upon medical and surgical clinics.

*Fifth year.*—Theory and practice of medicine, obstetrics and diseases of women and children, and ophthalmic diseases, with medical, surgical, obstetric, and ophthalmic clinics, pathological and topographical anatomy, with dissections and surgical operations upon the cadaver.

*Sixth year.*—Theory and practice of medicine, obstetrics, diseases of women and children, with corresponding clinics as in fifth year, special study of the diseases of the skin, of syphilitic diseases, and of mental diseases for four months each, medical jurisprudence, and toxicology.

### FRANCE.

In France the medical school at Paris comprises the following chairs: Anatomy, pathological anatomy, physiology, medical physics, hygiene, materia medica and therapeutics, medical chemistry, medical natural history, histology, surgical pathology, medical pathology, pathology and general therapeutics, operations and apparatus, medical, surgical, and obstetrical clinics, obstetrics and diseases of women and children, medical jurisprudence and pharmacology, with abundant supplementary instruction.

### AUSTRIA.

In the Austrian Medico-chirurgical School, at Vienna, the whole period of study occupies five years, as follows:

*First year.*—Zoölogy, mineralogy, chemistry, descriptive anatomy, anatomical exercises, and botany, with special lectures on medicinal plants.

*Second year.*—Dissections, topographical anatomy, physiology, general pathology, prescriptions, instruments, apparatus, and bandages, pharmacology, preliminary study of climatology, percussion, and auscultation.

*Third year.*—Pathological anatomy and medical jurisprudence, with appropriate dissections, surgery, theoretical and operative, surgical and medical clinics, physiological and pathological chemistry.

*Fourth year.*—Clinics in medical jurisprudence, medicine, surgery, obstetrics, and diseases of the eye, dissections illustrative of medical jurisprudence, instruction in vaccination, &c.

*Fifth year.*—Surgical, ophthalmic, and medical clinics, descriptive and topographical anatomy, with dissections, physiology, &c.

The instruction in the several departments of study is given by 35 full professors, 19 assistant professors, and 39 *privat docenten*, all of whom give numerous lectures and demonstrative exercises during each half year.

## GREAT BRITAIN.

The degrees conferred in Great Britain are those of bachelor of medicine, (M. B.,) master in surgery, (C. M.,) and doctor of medicine, (M. D.) No one is admitted, as a rule, to the course of medical study in a university who has not either graduated in the arts, or is able to pass an examination in the elements of mathematics, the Latin and English languages, and in at least two of the following branches, to wit: Greek, French, German, and higher mathematics, natural philosophy, logic, and moral philosophy. And in no case is a candidate for the professional examinations prerequisite to the degree of bachelor of medicine, or the degree of master in surgery, eligible to such examinations unless possessed of the general educational qualifications above named. Each candidate for degrees is also required to establish by certificates—

1. That he has studied medicine and surgery for four years, during each of which a course of at least 200 lectures, with corresponding clinical instructions, have been delivered, wherein he has studied for prescribed times the following departments of medical science: Anatomy, chemistry, materia medica, institutes and practice of medicine, surgery, obstetrics, diseases of women and children, general pathology, (or, in schools where no such course exists, morbid anatomy,) practical anatomy, practical chemistry, practical obstetrics with medical and surgical clinics, medical jurisprudence, botany, and zoölogy.

2. That he has attended the medical and surgical practice of a general hospital for two years, and outside practice for six months.

3. That one of the aforesaid years of study has been in the medical school of the university to which application for examination is made. (The Edinburgh school also requires that two of the four years of study shall have been either there or in some other university authorized to grant degrees.)

4. That he has at date of application completed his twenty-first year, and is not under any articles of apprenticeship to any surgeon, physician, or other master.

Dr. Hoyt remarks:

"Thus qualified, the candidate may be received to examinations, both on written and oral: First, on the elementary branches of medical science, such as anatomy, chemistry, botany, and materia medica; secondly, on advanced anatomy, zoölogy, comparative anatomy, physiology, and surgery; third, on materia medica, and the strictly practical departments, including practical medicine, clinical medicine, clinical surgery, obstetrics, general pathology, and medical jurisprudence. A thesis on some medical subject is also required.

"The examinations in the natural history branches and in practical chemistry are conducted, as far as possible, by actual demonstrations upon material placed before the candidates, and the examinations in the practical departments are conducted, at least in part, in the hospitals, candidates being required to test their knowledge by examinations and prescriptions. As a general rule, those whose study is in the university are examined in the branches of the first and second divisions above enumerated at the close of the second and third years of their course; but admission to examination on those embraced in the third or practical division cannot take place until the candidate has completed his fourth year. Should the candidate fail, he cannot be admitted again until the completion of another year, or the expiration of such period as the examiners may prescribe.

"The degree of master of surgery can in no case be conferred upon a candidate who is not at the same time granted or has previously received the degree of bachelor of medicine.

"The degree of doctor of medicine is conferred upon candidates who have obtained the degree of bachelor; have spent, since their graduation, at least two years in attendance upon a recognized hospital, or in the military or naval medical service, or in medical or surgical practice, and are either possessed of the diploma of bachelor of arts from a recognized university, or have passed a satisfactory examination in Greek,

logic, and moral philosophy, and in French or German, or the higher mathematics, or in natural philosophy and natural history."

This is really an incomplete résumé of the medical course in these countries; but what a contrast in extent to the best that our own country affords.

## (IV.) MEDICAL EDUCATION FOR WOMEN.

The fitness of women, from their exquisite humanity, patience, neatness, and skill as nurses. for the medical profession, was long ago suggested. Women have for many years, in Europe, been licensed and have practiced as *accoucheûses*. For years a scattering few in this country succeeded in obtaining a medical education in spite of the caution and conservatism (just in general) of the profession. But of late years this subject has received a very great impulse, and medical schools for their education in the regular practice have been established in New York, Philadelphia, and Boston.

There is a homeopathic medical school for women in Cleveland, Ohio, and a physiopathic course of instruction in Cincinnati, Ohio.

The following account of the course of training in the New York Infirmary Female Medical College shows how high a stand female physicians should hereafter take, if such programmes shall be generally adopted and steadily adhered to.

### WOMAN'S MEDICAL COLLEGE OF THE NEW YORK INFIRMARY.

Every student upon matriculating will be required to deposit with the secretary a certificate of good moral character from a physician of good standing, clergyman, or other responsible person.

The plan of instruction which this school desires to carry out is arranged to secure a gradation of studies through the three years of the student's course.

For this purpose students must attend the winter sessions. During the first, they will be principally occupied with the elementary branches of anatomy, physiology, materia medica, and chemistry, with practical work in the anatomical rooms, and pharmacy.

In their second year they will continue these four branches, and receive full instruction in medicine, surgery, and obstetrics.

In the third year the instruction in these three departments will be continued, and the students will engage in practical medical work, under the direction of their teachers, and be required to furnish clinical reports of cases so attended.

Hygiene will be taught through the three years.

All students will be required to attend weekly recitations in the studies proper to their year, these recitations forming an essential part of the course.

Yearly examinations will be held at the end of each winter session, when every student will be examined in the studies pursued during the year.

Besides these a general examination will be passed by all students presenting themselves as candidates for graduation.

This final examination will be passed in anatomy, materia medica, physiology, and chemistry at the end of the second year, and at the end of the third year in hygiene practice, surgery, and obstetrics.

This progressive mode of study does not increase the length nor the expense of the student's course, as no extra charge is made for the third year.

It offers very great advantages as compared to the ordinary plan of reading for a year under private instruction and attending college during two sessions only.

It gives more facilities for practical anatomy, pharmacy, and clinical study, prevents the winter session from being over-crowded with work, and, by dividing the examinations, enables the student to prepare for them more easily and thoroughly.

In view of its much more satisfactory results, it has been adopted as the course of the school, and is warmly recommended by the faculty to all those beginning their education.

Students who are unable or unwilling to attend three sessions can complete their college course in two years by attending two winter and two summer sessions. The summer sessions, being devoted principally to practical work, will be taken as equivalent to the third winter session, where the student can bring satisfactory certificates of a year's previous study.

Clinical instruction is given in the New York Infirmary, Bellevue Hospital, the Eye and Ear Infirmary, Nursery and Child's Hospital, Demilt and other Dispensaries.

Candidates for graduation must be twenty-one years of age, must be of good moral character, and have received a good general education.

They must have spent three years in the study of medicine, under the direction of a duly qualified physician, during which they must have attended three winter, or two winter and summer sessions of lectures, and received clinical instruction, according to the course laid down by the school.

A thesis on some medical subject and the passing a satisfactory examination before the faculty and the board of examiners will also be required.

A course of lectures in any recognized school will be accepted as one of the terms required by the college, but the last course before graduation must have been attended at this college.

## (V.) CHANGES SUGGESTED.

The subject of improvement in medical education is one which has occupied the thoughts of the profession for thirty years. The American Medical Association, ever since its organization, has paid special attention to this matter, appointing yearly committees on the subject, and printing report after report in its transactions. Some of the most eminent names, living and dead, on the rolls of the profession have recorded their opinions on the subject, and the labors of many great physicians and surgeons for many years, in the lecture-room and the hospital, have been devoted to the practical training of the medical student.

Many valuable recommendations and many important improvements have during the present generation been made; but, notably, nearly all these improvements and recommendations have reference to the medical college, their departments of instruction, length of terms, text-books, practical anatomical and clinical opportunities, and only to a very limited extent with regard to preparatory or to post-graduate instruction. It is proper here to say that, in the writer's opinion, the most valuable recent suggestions in the American Medical Association have been made by the committees, of which Messrs. Chris. C. Cox, M. D., LL. D., Thomas Antisell, M. D., and A. B. Palmer, A. M., M. D., were chairmen.

For want of space, it will not be possible to separately mention recommendations heretofore made from those for which the writer of this article is responsible. In fact the scheme here presented is so little novel in most of its features, and most of its opinions have been so often expressed and indorsed by the voice of the profession, that it seems somewhat singular that more has not been practically accomplished.

And here it is proper to mention that no good can come from any attempt to revive any of the old legal discriminations between practitioners of different schools; partly because scientific, like religious belief, should be perfectly free, and if a practitioner pleases his patients he always will be able to make a living out of them. The attitude of government in all such private mutual relations should be perfectly impartial; and it is questionable even whether courts of law should encourage suits for malpractice; because malpractice depends in most instances on ignorance, and the most certain and satisfactory prevention of it is reached by legally enforcing a thorough education. To this matter, however, further allusion will be hereafter made.

1. What, then, is the duty of the profession in regard to ante-professional study? No medical college of high character in the country pretends to be satisfied with the qualifications of its matriculates in general. No eminent professional man in any of the systems denies that a good preliminary education is of the greatest advantage to a medical student; yet very little care is taken to train the faculties of observation, memory, and reason scientifically and thoroughly for the work they will have to do. The profession expects its students to read and remember many text-books; to see many cases with numerous and complicated symptoms; to administer many drugs of the most varied powers and applications in the most varied doses and combinations; and all this without any attempt to train his mind to see, compare, and reason on the facts. What part do mathematics and logic, the instruments for training the human reason, take in educating an ordinary practitioner? How many have been drilled in linguistics, so that their memory, their taste, and their power of selecting and expressing their ideas, bear any but the slighest comparison to the importance of their vocation? What provision is there in an ordinary medical course for becoming acquainted, to any useful extent, with any of the collateral sciences—the contiguous regions of nature tangential to the circle of human life? Practically none.

There should be required by every medical college, of every candidate for matriculation, that he shall have studied some definite length of time, and shall pass an examination in the following subjects: in the common branches, reading, writing, arithmetic, modern geography, English grammar, and American history; the college should also examine the candidate in, or cause him to study, as preliminary to examination, the elements of inorganic chemistry, natural philosophy, natural history, logic, and general history; and should see that he possesses an ability to translate and construe some author in Latin or French or German, and that he has *a fair knowledge of the principles of drawing*.

All this should be preliminary to the study of medicine proper. There is nothing that cannot be mastered in two years by any intelligent youth who has previously studied in a common school. There is nothing demanded by it at all difficult of attainment in any decent high school or academy. Nor should it be at all difficult for any medical college to establish such a training school for the young men who will enter

its subsequent instruction. It is needless to expatiate here on the advantage of such previous study. The University of Michigan demands more in some directions of its medical matriculates, and does not seem to lack students. Harvard Medical School places some knowledge of Latin and philosophy among its requisites for graduation, which means (or should mean) pretty much the same thing as requiring it as an item in the preliminary training, the three years' medical course being so filled with professional studies that it is practically impossible to study Latin also during that period.

2. The profession also owes it to itself, and the public which it serves, to see that the medical colleges of the country do thoroughly what they have undertaken. Three courses of lectures, of at least twenty weeks each, should be a qualification for graduation, in which anatomy, physiology, hygiene, therapeutics, organic chemistry, toxicology, medical jurisprudence, obstetrics and its collateral subjects, materia medica, surgery and physic, should be the branches taught, and they should be taught practically as well as by lectures.

Anatomy should be taught regionally as far as possible, and dissections of the part lectured on should be demonstrated from by the lecturer, and each dissection should be repeated by the class, under the supervision of the demonstrator, before the next lecture is delivered. Instead of discouraging the dissections by charging for each subject used in the demonstrator's room, the colleges should boldly demand a fee for practical anatomy, which will enable it to supply anatomical material to any extent demanded. This and the positive enforcement of dissections by every member of the class should be leading features in the revised system of medical education.

Physiology should be thoroughly illustrated by microscopic and chemical appliances, and by vivisections. Some time in each week should be devoted to a thorough written examination on the experiments and specimens exhibited by the lecturer, and the chemical tests used should be repeated by each member of the class personally before the lecturer.

Chemistry (after a rapid review of the inorganic portion) should be so taught as to mean something to the student, which it does not now. In fact, it is almost impossible to suggest amendments to a method of teaching so radically vicious as the way in which chemistry is ordinarily treated in our medical colleges. A knowledge of the inorganic part of our common text-books should be rigorously exacted before the student is matriculated. This should be reviewed by the class with experiments, and chemistry in its relations to physiology, materia medica, and toxicology taught in the amplest manner, and with all the necessary practical appliances. Every experiment by the lecturer should be repeated in his presence during weekly examinations, and all important reactions should be tabulated by the class on the blackboard. The antiquated nomenclature so long in vogue should be abolished, and every effort made to convince the students that chemistry is really a vital part of the science of medicine. There should be a fee for this chemical instruction sufficiently large to justify the gratuitous supply of chemicals and apparatus, and, like the anatomical, it should be obligatory on every student.

Materia medica should be taught with the drugs before the students. They should be thoroughly instructed in their physical properties, uses and doses, and the method of preparing the various forms in which medicines are administered; their physiological and therapeutic action should be illustrated by experiments, and, when possible, by clinical instruction.

Hygiene should be thoroughly treated in all its relations to the morality and prosperity of communities and individuals, as well as with regard to its efficiency in the prevention and cure of diseases.

This division of the instruction should occupy the first course of lectures, and at the end there should be a rigorous examination of the class in the subjects so studied. It may be well here to remark that every examination at the end of a term should be conducted by a board of examiners chosen by some authority outside of the college; and the members of this board should be men of such reputation and so remunerated for their trouble as to make certain that their examination shall be deliberate, thorough, and impartial.

Having thus studied through one winter, the class during the succeeding summer should be directed to revise the subjects they have been taught. They should be directed to make themselves further acquainted with medical botany, to practice anatomical drawing, to familiarize themselves with the use of the microscope and chemical apparatus. They may be set under proper medical supervision to study certain portions of some subjects in the next course; as, for example, the mechanism of the female pelvis in relation to midwifery; the effects of muscular attachments in fractures and dislocations; symptomatology, especially as regards the pulse and tongue; general causes of disease; minor surgery and surgical appliances. The main point is, that explicit directions as to the use of his time should be given to every student. His reading thus has a definite object, and surely no one should know what the student ought to study so well as the professors who have had him in charge for several months. Much time is wasted in idleness or misapplied labor under the present

system, which would, if properly employed, go far to complete the foundation for a good medical education.

During the second course of lectures, the class should have thorough instruction in the theory and practice of physic, surgery, midwifery, and female diseases, with a selection of illustrative clinical cases, not numerous in number, but so presented as to furnish the facts. It is true that almost any clinical instruction is better than none; but in no department of medical instruction is the old saying, "the half is more than the whole," truer than here. One case carefully explained to and personally examined by a student is worth much more than a dozen seen by him in a crowd of listeners; a careful explanation, with the difficulties of the case in view, is much better for the student than many cases of the difficulties of which he has not become aware. A selection, therefore, of clinical cases is recommended, and there should be weekly examinations on the subjects considered and the cases exhibited. The use of medical, surgical, and obstetric instruments and appliances should be demonstrated on the cadaver as well as clinically. Surgical and pathological anatomy should be taught in connection with surgery and practice, if it be deemed inadvisable to teach them during the first course of lectures, and toxicology should receive attention.

After a thorough examination on the studies of the session, the members of the class should again receive explicit directions as to their reading.

During the third course of lectures special attention should be paid to clinical instruction in medicine, surgery, and midwifery; reports of each case seen should be required from every student; they should be exercised in diagnosis and treatment in practical midwifery, and, under the professor's directions, in minor surgery, if not in capital operations. Medical jurisprudence should be thoroughly taught, and something of the nature of the moot courts of the law schools would be a good training school for this branch of instruction. Lectures and clinics on diseases of the eye and ear should also be given. In short, every practical application possible should be made, and, at the end of the course, there should be a very thorough examination on the studies pursued, with a review examination in the studies of the two previous courses.

Having completed this study and passed the examinations, the candidates should be graduated with the degree of bachelor of medicine, and the degree of doctor should not be conferred till after at least three years' honorable practice.

2. *Duty of the State.*—The ruling power should have enough interest in this matter to insure the proper action; and this is, as before stated, not to discriminate between the different systems in existence, but to insist that every person, regular, eclectic, or homeopathic, who practices medicine or surgery shall have studied a specified time in a specified way, and passed specified examinations before boards selected by the executive. There might be common boards for most of the branches, and special boards for examination in materia medica and practice. The State law should specify the number, duration, and minimum instruction to be given by the medical colleges of every system alike. The degree of M. B. would then mean something more than that of M. D. does now. The public would feel assured that the practitioner of medicine was an educated man, whatever his theory might be, and the profession would gain in general culture, breadth of mind, and in the respect of mankind more than it would lose of the present kind of professional dignity.

In regard to the proper attitude of the courts toward the profession there could much be said. In many States there seems to be a disposition to encourage suits for malpractice against doctors, even when they are instituted as a means of extortion. Courts should be very careful in this matter, and it is hoped that the course pursued in the late case of "Walsh *vs.* Sayre" in New York will be hereafter generally adopted, and that the question of malpractice will be submitted to medical experts, leaving the amount of the damages, if there has been malpractice, to the decision of the court and jury, as at present. It is an outrage to expose the professional character and standing and the purse of a physician to the greedy assults of unscrupulous men, leaving the decision of the question solely to a medically-uneducated jury.

It will be observed that medical colleges have not been directly addressed on the subject of this reform in education. As this is not an appeal to them, but an article for public perusal, it is perhaps not necessary to say very much in apology for this neglect. But in reality there has been a steady and totally ineffectual pressure brought to bear on the colleges by the better part of the profession for thirty years, in order to obtain better preliminary training, a lengthening of the lecture terms, or an increase in their number, and an enlargement and improvement in the subjects of instruction.

The medical colleges of the country are mostly joint-stock corporations, who furnish as little medical education as they can sell at the highest rate they can obtain. Their number is excessive, and the competition between them very keen. They are consequently disinclined to introduce any new features which may scare students of low acquirements away, or which may add seriously to the expenses of the institution.

Nor are medical students free from a large share of responsibility for the present condition of things. They are in such haste to graduate that they are impatient of

even the amount of instruction they are now forced to receive, and scores of men begin practice every year all over the country who have never heard a lecture at all, or, at the most, have attended but one course.

But the public, with a wise instinct, is beginning to say, in unmistakable language, that it demands a thorough education in its medical men. Let the members of the profession call to mind how many of their brethren of late years have, after some years' study in Europe, gained almost instantly a remunerative practice. What does this mean, except that the public is shrewd enough to believe that a thorough education, such as a man can get in Europe, is a better qualification for successful practice than the hurried and imperfect training he generally obtains here?

Brethren, let us gibbet the ignorance inside our profession as well as the quackery outside. Let us get over the idea that a man who butchers his mother tongue is good enough for a healer of mankind. Let us win from the intellects of men the consideration we used to demand from their manners. Let us add to the charity which blossoms in our hearts the knowledge that our work and our times demand. Let us train our minds for the consideration of the problems we have to study, as other professions are trained. Let us widen our intellectual vision and increase our material for thought. So shall the science of medicine, enlarged, purified, and triumphant, at last emerge from the conflicts of the schools above the petty jealousies of the hour, comprehensive and beneficent as the air.

CHAS. WARREN, *A. B., M. D.*

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# NORMAL SCHOOLS.

At the annual meeting of the American Normal Association, held at Cleveland, Ohio, August 15, 1870, the following papers were presented, and were very fully discussed, the general doctrines of each being warmly approved. They were referred to a committee, to be reported upon at a future meeting of the association, with reference to action upon the plan presented by Professor Phelps. Having been kindly furnished by their authors for the use of this Bureau, they are commended to the careful perusal of educators.

## THE MEANS OF PROVIDING THE MASS OF TEACHERS WITH PROFESSIONAL INSTRUCTION.

By S. H. WHITE, Esq., *Principal of City Normal School, Peoria, Illinois.*

The most reliable statistics place the total number of teachers in twenty-three States, the omitted ones being Alabama, Arkansas, Delaware, Florida, Georgia, Louisiana, Mississippi, Nebraska, North Carolina, Oregon, South Carolina, Tennessee, Texas, Virginia, and the Territories, at 164,729. It is estimated that the number in the whole country is 200,000.

According to the report of the State superintendent of common schools of Pennsylvania for the year 1868–'69, 15 per cent. of the teachers engaged for that year had had no experience in their work, and 15 per cent. more had had an experience of less than a year. Thirty per cent., then, of the teachers of that State are new to the work each year.

The opinions of other State superintendents have been asked upon this point. So far as they have been expressed, they are that from 10 to 50 per cent. of the teachers in their respective States are annually supplied from those who have had no experience.

It is probably safe to say that, taking all sections of the country into consideration, this number would be about 40 per cent.

The total number of pupils attending State normal schools for the year named is 5,884. In case all the students in normal schools become teachers, we have still 97 per cent. of the inexperienced teachers of the country entirely destitute of any instruction from State normal schools. From the best data available, it is estimated that the number of teachers receiving special instruction in city and private normal schools, normal classes, and by other means, is about equal to the number in the State normal schools—3 per cent.

That ninety-four out of every hundred enter the ranks but slightly comprehending the laws of physical and mental growth, and of development in harmony with those laws, that they are entirely without any special preparation for the work before them, and that they have but slight appreciation of its magnitude and responsibilities, are facts worthy the earnest attention of all who desire the highest development of our people.

Two questions present themselves for consideration:

I. Can the present system of State normal schools be extended so as to supply the want of trained teachers for the common schools? The annual expense of a school

which will send out—not necessarily graduate—250 pupils, is from $15,000 to $20,000. Allowing that after States have become settled and their communities established, not more than 30 per cent. of the teachers change to other employments annually, the State of Illinois would need 24 such schools; Michigan 12; Pennsylvania 20; Massachusetts 10. The annual expense of these schools would be, to Illinois not less than $360,000; to Michigan $180,000; to Pennsylvania $300,000; to Massachusetts $150,000. However profitable such an investment might be to these States, it would be impossible now, or at any time in the near future, to persuade the people to make so large appropriations for this purpose.

II. Is it desirable that normal schools, as at present organized, should be so multiplied even were it possible? In the normal schools of Massachusetts, having a course extending through two years, about one-half the students complete the course; in the Illinois Normal University, having a three years' course, about three-fourths of the students remain a year or less; in the Kansas Normal School about four-fifths of the pupils leave by the expiration of the first year. These institutions, the youngest of which has a history of five years, may be considered as fair representatives in this respect of the whole class of normal schools. May we not consider, also, that their experience indicates the situation and the urgent need of the great mass of the teachers of the country? Do not those needs point to a graded system of normal schools? If from one-half to four-fifths of the pupils in the well-established schools of the country do no more than complete the studies of one year, what is the advantage of establishing schools with a two or three years' course for them to attend?

If only one-half to one-twentieth of the pupils entering a school complete the course, why should there be any greater than such a proportion of schools of the highest grade? It is apparent that the experience of the country demands the establishment of a system of normal schools which shall embrace in their course of study only branches taught in common schools, with some instruction in methods and school management.

It is quite useless to suppose that the large portion of the teachers of the country to which reference has been made, will be willing to devote more time to the preparation for their work.

It is urged then that the present system of State normal schools for the preparation of all teachers to teach is impossible, because of its expense to the State; because their course of study is not adapted to the circumstances of the great mass of teachers. It is claimed that a system of graded normal schools will more cheaply and more completely meet the wants of the great majority of teachers. In support of this claim the item of diminished expense to the individual may be urged. The necessity of many teachers too frequently interrupts that course of study for the purpose of gaining a living, forbids their traveling far to reach school, or being at great expense for board, &c., while there. If schools are established at points accessible, at short distances, where students can have facilities for obtaining supplies from home, these objections will be largely obviated. Each school would offer its advantages to an entirely different class of teachers without diminishing perceptibly the attendance upon another. About 80 per cent. of the pupils of the Massachusetts State normal schools live within twenty miles of their respective institutions. The same state of affairs is largely true in other States. Of the 69 pupils attending the Peoria County Normal School, in Illinois, during the past year, not more than two would otherwise have attended the State Normal University, about sixty miles distant.

Whatever the plan adopted, the preliminary steps of building, &c., should be as light as possible. A western educator conveyed a forcible truth when he said: "A Bunker Hill Monument, with a few school-rooms at its base, doesn't pay."

If a debt is to be incurred, as is generally the case, it were better that the towers, the Mansard roofs, the porticos, &c., be omitted. If the money is in hand, it were better to expend it inside the building, in procuring libraries, means of illustration, and giving more liberal salaries to teachers. The expenditure of $250,000 or $300,000 to furnish buildings and grounds for a State normal school, is not securing the greatest amount of aid from the money. Every cap-stone to the tower of an extravagant school-house has prevented the laying of the foundation-stone to many less pretentious structures, of the same sort. The school should be fitted with accommodations for from 75 to 100 pupils. By the curtailment of the cost, what would have been expended in erecting one large and extravagant building, would suffice for from two to four smaller ones, with accommodations, in the aggregate, for at least double the number of pupils.

As has been already estimated, the course of study in these schools should be primary in character, embracing but little more than the studies required by law to be taught in the common schools. The fact that about 40 per cent. of the teachers of the country teach not more than a year, and then make some other occupation their pursuit for life, is convincing proof that they look upon the business of instruction as a mere make-shift, and that they will make no greater effort to fit themselves for it than public opinion requires. Let it be required of these teachers to thoroughly know

the branches to be taught by them; for a very great part of the work to be done in these schools must be academic in its character. Let this knowledge be imparted, systematically, by skilled teachers, whose instruction will unconsciously be a model for them; let the consideration of methods accompany the daily lesson; let the pupil have a short drill in actual school management, under the direction of an efficient training teacher, and more will be done to elevate the character of the common schools than can possibly be done by State normal schools, as at present organized.

It may be objected to this plan, that it would operate to lower the standard of attainments among teachers, degrade the profession from its highest position, and subvert the means by which it can be fitted to accomplish its noblest results. Not by any means. The highest department of a system of learning is reached through those that precede it. Its real strength will depend upon their efficiency. This rule will obviously apply to normal schools. Let them be graded, the greater part of them being adapted to the necessities of the mass of teachers, and others having a more professional character for those who make teaching a profession for life. These higher schools would thrive with the lower, and would attain to greater excellence because of them. It may not be expecting too much to hope that there might be, here and there, one which could give attention to normal methods of instruction in the classics, and higher departments of science, and literature. From such schools could be drawn a supply of efficient instructors for high schools, seminaries, and colleges.

But it will be a long while before any system of normal schools will succeed in reaching all the teachers of the country. Teaching, as a business, must be more permanent, and offer better remuneration, before many of those engaged in it will make it an employment for life. The fact that the graduates of the normal schools of Massachusetts teach an average of only three years, is a forcible illustration of this position. The conveniences for normal instruction must be greatly increased before a tithe of the demand for teachers can be supplied from that source. Meanwhile other means must be utilized. There is a large and increasing number of graduates from academies, high schools, and colleges, very many of whom enter upon the work of instruction. They have been through a course of study generally more comprehensive than that taught in the normal schools. In scholarship, save, perhaps, in the common school studies, which were laid aside when they commenced their higher course, they are prepared to commence their work. But their instruction has been academic. They need to review the primary studies with methods of instruction in the same, and to have the benefit of practical work in the class-room, under the eye of an efficient training teacher. In view of their more general scholarship, and of the mental discipline acquired from long-continued study, two or three terms in a normal school would do much to prepare them for their work. The establishment of training schools in many of the larger cities is a step in this direction, many more of which should be taken. When the number of graduates is not large enough to justify the step, a few months in a primary normal school might well be substituted.

Teachers' institutes furnish a powerful and efficient means for instructing and inspiring teachers. They may be considered as normal schools, of the lowest grade, affording the only means by which the great mass of teachers can, at present, be reached, and some better ideas of school instruction and school management can be imparted. If these are well-conducted—if the plan is devised beforehand—if the work is done by skilled teachers who have given special attention to it, and in such a way as to elicit active thought and work from the institute, it is doubtful whether an equal amount of expense and labor to the same end will accomplish so valuable results. But the practice of gathering teachers together, and promiscuously parceling out the work to be done, without reference to time or system, is apt to be more corrupting than elevating in its results. It is desirable that the number of institutes be largely increased. The fact that in several States, one is held in every county, yearly, and in some cases half-yearly, while in others not more than one-tenth of the counties hold them, is evidence that much more is attainable in this direction than has yet been accomplished.

The work done in the institute, like that of any other school, will depend upon the teacher. Of the institute it may be remarked, however, that since it continues for a shorter period, generally for a week, greater skill at organization, greater promptness of action, are required of the conductor than of the ordinary teacher. An institute should have the best possible talent secured for its exercises. The employment of one or more corps of instructors, whose whole time should be given to holding institutes in different parts of a State, would produce a greater immediate effect upon the schools of the country than any other agency. Upon these institutes the teachers should be compelled to attend, without losing time, if their schools are in session, or furnish evidence of having attended a more extended course of instruction of similar character.

I cannot better call attention to the preparation needed by the teachers in country schools than by quoting a few words from the observations of Rev. Dr. Ryerson, superintendent of public instruction for the province of Ontario, on "The American School System." They are taken from his report on the systems of public instruction in Europe and the United States. He says:

"Taken as a whole, I do not think, from my best observation and inquiries, that

there is a country in the world in whose cities and towns (except Leipsic, in Saxony) the systems of education are so complete and efficient as in the neighboring States, especially in Boston, Providence, New York, Philadelphia," &c. "Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances grandeur, of the establishments and systems of education in the cities, and in not a few towns of our American neighbors." "But here, in most of the States, the work has begun to halt, and the patriotic objects of its (the system's) projector have been disappointed." "There is no adequate provision to secure the operations of a school in a single neighborhood, much less to secure properly qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the State, the peculiar field of a national school law, and system, you there find that our American neighbors are not so successful in their public school economy, and accomplish results far below, and short of the State appropriations they make, and the machinery they employ for the sound education of all the people."

## REPORT ON A COURSE OF STUDY FOR NORMAL SCHOOLS.

By Professor WILLIAM F. PHELPS,

*Principal of the State Normal School, Winona, Minnesota.*

The committee appointed at the last meeting of this association, to consider and report upon the subject of a course of study adapted to normal schools, would beg leave to submit:

That they have given to the subject as much time and attention as other absorbing duties would allow; that they have not deemed it necessary to discuss, in detail, the relations which the different branches of study sustain to the work of mental development; nor have they attempted the impossible task of laying down a curriculum, applicable alike to all circumstances and places, but they have contented themselves mainly with the presentation, in a suggestive form, of such a plan of professional training as seems well adapted to the preparation of teachers for the lower departments in our graded school system, and for the mixed schools of the rural districts; reserving for the future the consideration of a course suited to the wants of instructors in the high schools and colleges.

The committee have been led to pursue this plan for reasons which will now be stated:

First. These lower schools present altogether the most difficult problems in respect to methods of instruction and administration with which educators are obliged to deal. Hence the greater necessity for that intelligence, skill, tact, patience, and energy on the part of the teacher, which a careful special training is so well calculated to develop.

The committee do not feel that it is necessary to enlarge upon this proposition. The *truth itself* is too obvious to all who have seriously thought and labored in the field of popular education to require any demonstration at this time. It is an admitted axiom that the post of difficulty and responsibility is in the primary school, and in those grades of instruction most nearly allied to it.

It is comparatively easy to fill the professorial chair of the high school or college. Here the mind of the student is far advanced in its stages of development; his habits have been, in a measure, systematized, and his power increased by a long course of previous training; he is better prepared to help himself; he requires less aid from his tutor, and that aid when needed is of a more simple and direct character. Hence the duty of the instructor here is comparatively easy. With a thorough knowledge of the subject-matter, it is not a difficult task to employ the method best suited to the work before him. From these considerations it follows that the peculiar needs of special training as a preparation for teaching are down at the base of our system of public education.

Secondly. By far the greater number of the children of this country obtain their only educational advantages in the schools of the rural districts, and in the lower departments of the graded schools in the larger towns and cities. This is a proposition so self-evident as to need no discussion. We speak entirely within bounds when we affirm that not less than nineteen-twentieths of the children and youth of our country fail to reach the high schools and colleges during their brief educational career. For this reason, every effort within the power of the Government and people should be put forth to improve and perfect these agencies for elementary instruction. They are the only colleges which the masses can reach. If they fail us, therefore, upon what can we rest our hopes for the universal diffusion of education.

Thirdly. The gradation of the work of instruction in our public schools necessitates a similar gradation in the agencies for the special preparation of teachers.

The work of the primary teacher is so distinctive and peculiar in its character and

aims as to demand a distinctive and peculiar training therefor—a training especially suited to the circumstances of the case.

In like manner the instructor in the higher departments of education has a work more especially his own, differing widely in its motives and methods, and demanding attainments and qualifications very different from those of the elementary teacher. Hence the training of those who are to occupy these higher walks of educational effort should be suited to their condition and necessities; and it follows, also, that the appliances for their preparation should be modified accordingly. In other words, the necessities of our system of public education at the present time demand not less than two grades of normal training schools—one for the preparation of elementary teachers, and another for school officers and instructors in the higher departments. And it would, in the judgment of the committee, vastly increase the efficiency of our normal school system if these two classes of institutions could be organized and conducted as separate establishments, each suited to its special work.

Fourthly. The courses of academic study in many of our existing normal schools have become expanded to such an extent as to have greatly overburdened them, and to have largely diverted them from their special work, thus diminishing their influence and usefulness as agencies for the professional training of teachers.

That this state of things has been brought about by the urgency of the public demand for teachers in the higher schools, in consequence of the withdrawal of many for more lucrative employments, is freely conceded; but the fact itself is none the less disastrous to the cause of elementary instruction. The committee beg leave to reiterate the statement that our most pressing wants, at the present time, are in the domain of elementary education. We must ever keep in view the primary school and its immediate adjuncts. We must not neglect that knotty problem, "the district school as it is." We must remember its difficulties. We must reflect that the common schools are the only "colleges for the people." We must have trained skill here, if anywhere; because failing here we shall fail altogether, and succeeding here we shall succeed altogether. It is down here where the great industrial classes, "the bone and sinew" of the land, come to take their only chance for that training which is to lift them from sensuality to rationality and clothe them with the attributes of citizenship in this land of free thought, free speech, and free suffrage. And be it remembered, too, that it is down deep in this soil where the seeds of higher culture must be sown and where they must germinate and attain their earlier stages of growth. If we plant, and water, and cultivate here as assiduously and carefully as we may and should do, we shall not only lay broad and deep the foundations of general intelligence among the people, but by these means hundreds will demand the aids to liberal culture where now, amid neglect and inefficiency, only here and there one aspiring genius rises superior to the obstacles which environ him.

In this connection the committee take the responsibility of broadly asserting that while much has been done for the improvememt of elementary instruction, especially in the cities and larger towns, yet that, as a whole, the schools forming the lower parts of our system are deplorably deficient. They are mainly in the hands of ignorant, unskilled teachers. The children are fed upon the mere husks of knowledge. They leave school for the broad theater of life without discipline; without mental power or moral stamina; with minds distorted; too often with hearts corrupted, to swell the ranks of the lawless and to recruit the army of ignorant voters who are ever a menace to the peace and security of the country. And here let us refer to a fact which cannot become too soon or too widely known, and which ought to arouse the educators and the statesmen of the country to the most vigorous exertions. We allude to the fact of the great increase of the ignorant voting population in these United States. This unwelcome phenomenon has its causes. It is not due alone to the enfranchisement of the slaves. The fact of such increase remains after full allowance is made for the addition of the blacks to the ranks of those who are entitled to suffrage. And we are forced to account for it largely by the utter inefficiency of thousands of our elementary schools, and their failure to do their assigned work. Poor schools and poor teachers are in a majority throughout the country. Multitudes of the schools are so poor that it would be as well for the country if they were closed. They add nothing to the intelligence or moral power of the country. They waste its resources. They teach nothing positively good, but much that is positively bad. They are little else than instruments for the promotion of mental and moral deformity. They repress the native aspirations of the child for knowledge. They foster habits of indifference and carelessness, which are the bane of his future life.

That eminent statesman and philosopher, Guizot, never uttered a more palpable truth than when he declared that "a bad school-master, like a bad parish-priest, is a scourge to the commune."

That the inefficient and worthless character of so many of these lower schools is a prolific cause of ignorance and its increase is proved by the fact that whenever good schools take their places a large increase of attendance at once occurs, and the "noble army" of truants and absentees is correspondingly diminished. Thus poor schools not

only fail to attract to themselves great numbers of those who are pressing forward, unprepared, to the responsibilities of citizenship, but they equally fail to qualify those whom they pretend to teach for the most simple duties of life. Hence they are blind leaders of the blind. They afford the sad spectacle of ignorance engaged in the stupendous fraud of self-perpetuation at the public expense.

We have a fitting illustration of the grave deficiencies in our system of elementary instruction in the spectacle recently afforded at our national military school, in which more than fifty per centum of the candidates for cadetships utterly failed in a preliminary examination, although that examination was of a purely elementary character. At a recent competitive examination for an appointment to a cadetship, embracing sixteen young men over seventeen years of age, from an entire congressional district in Minnesota, only one was found to be a fit candidate to *become* a candidate for the position. The examination was limited to the elementary subjects prescribed by the Department of War in such cases. In some of our Western States more than three-fourths of the certificates granted to teachers are third grade, which represents such a paucity of literary and professional attainments that an "expert calculator" would scarcely be able to find any sum total but zero. A majority of the candidates presenting themselves for admission to many of our normal schools are so utterly destitute of elementary knowledge, or any positive knowledge whatever, that it becomes necessary either to reject them, to establish preparatory departments, or to devote the first year to a grade of work which should have been and might have been accomplished in a good grammar school prior to the age of twelve years. In all the cases cited it should be borne in mind that these young men and women have been past the age of sixteen years. If anything can be decisive of the existence of the gravest deficiencies in our instrumentalities for elementary instruction, it is such facts as these—and their number is legion. And from the meager qualifications denoted by these cases down to the abject ignorance of the multitude of illiterate voters before alluded to there is every conceivable grade and shade, all bearing testimony to the quality of the education we are offering to the million. Among this mighty host how rare to find anything like clear, consecutive thought, leading to sound conclusions! What abuse of mother tongue! What a negation of good habits of every kind! What a deplorable lack of the very foundations upon which a useful, virtuous, and successful life may be predicated.

The first, the most potent step toward a remedy of these gigantic evils, the committee believe, is to elevate and improve these schools of the people. We do not, in the present emergency, need to trouble ourselves so much about the higher institutions. If we take care of elementary instruction, that prolific soil in which the seeds of all learning and all excellence must germinate, as we ought to do, we shall go far toward providing for what we are pleased to call higher education, on the principle that the greater includes the less. Once thoroughly awaken the dormant energies of the human soul to the higher life of intelligence—to a realizing sense of the ecstasy of a rational and virtuous existence—and no power less than that of omnipotence can arrest its progress. Where it lacks opportunities it will create them; where it encounters obstacles it will glory in them, and they will disappear like the mists before the morning sun. One of the chief hinderances to the advancement of higher education and of its institutions in this country must be sought in the inadequacy of our agencies for elementary instruction.

When young men by scores, if not by hundreds, enter the college, unable to cope successfully with the minor difficulties of the English sentence, doing daily violence to mother tongue, with no methodical plan of study, no persistent power of application, no fixed principles of action, of character, or conduct, the fact is mildly suggestive of "something rotten in Denmark." Reference is here made to the elementary school, of course. If the college be unsound, the defect arises largely from the admission of such candidates to its courses, instead of consigning them to the healthful probation of a good intermediate school. It must be admitted, however, that this remedy would prove ineffectual in its influence upon the unfortunate ones who might be subjected to its immediate application. For, when a young man has arrived at an age which justifies his admission into college, and is still destitute of the habits and acquirements which only a careful rudimentary training can give, it is generally too late to mend him. There are certain elements of character, personal, intellectual, and moral, that must be sought after and cultivated in childhood or never. That is the precious seedtime of the human soul. Its golden opportunities once lost can never be regained. It is this thought that invests the whole subject of early education, its character, motives, methods, and agencies with such supreme importance, whether viewed in its relations to the individual or to society, and especially to our own American society, where *vox populi* is so decisive in its influence upon the conduct of affairs. Perhaps no one thing would be more salutary in its effect upon our schools of lower grade than the universal and certain enforcement of a rigorous standard in respect to character and rudimentary attainments in the admission of candidates to the higher institutions. Nor could these institutions inaugurate a measure which would at the same time conduce more powerfully to their own real and permanent advantage than this.

The problem which above all others is committed to this nation is the education of the people. "The whole people must be taught and trained." What shall be the character of that training? What system of agencies is best adapted to secure the certain result?

The committee will yield to none in their profound appreciation of the claims of higher education and its institutions. They concede all that can reasonably be urged as to the value of highly educated men to society. But they feel bound also to submit that such men are not necessarily the product of higher institutions alone. They are rather the result largely of that spirit of self-culture whose germs lie in the deeper soil of early instruction. It is here that they must receive their first inspiration.

But however important to society the liberally educated man may be, it is of greater importance still that the industrial classes in this country should become the recipients of a training befitting their condition and their weighty responsibilities. The wickedest rebellion recorded in history was inaugurated by "liberally educated" men. But the crowning victories of Appomattox and Sadowa were won not by rifled cannon and needle gun, but by intelligent masses who, comprehending the interests at stake, and appreciating the gravity of the crisis, bravely faced death that their country and civilization might live.

The education of these masses, as we have shown, must be secured in the elementary schools or it can be done nowhere, and the advancing tide of ignorance must roll on until it shall overwhelm the nation. *And it can be done here.* But our agencies for the work must be multiplied and perfected far beyond our past experience. The trained, skillful schoolmaster must be abroad everywhere. "It is the master that makes the school." It is the careful training that makes the master. He must be scholarly, ingenious, earnest, conscientious. He must be inspired with broad views of his work. He must love it. He must know that the lessons of the text-book are but a fraction of the means to be employed in the formation of character. He must be able to lead his pupils not only to know but to *do* that which is lovely and of good report. To rear a supply of teachers after this model we are aware is no easy task. But we must succeed in it at whatever cost, or our great scheme for the education of the masses is a myth and a failure. Seminaries for the training of elementary teachers must be increased in number, perfected in organization, and improved in management, until they can create and keep up a supply of skillful teachers for the whole country. A knowledge of the noble art of teaching and of training up children in the way they should go, must be made universal; for this, after all, is the chief business of a civilized society.

For the weighty reasons which have thus been imperfectly sketched, then, the committee believe that *our normal school system should be so graded that we shall be supplied with separate agencies for the special preparation of elementary teachers adequate to supply every school in the community.* Their organization would thus be more simple, and their operation more direct and effective than on the diffused plan, which seems, in many instances, to embrace every grade from the primary school to the full collegiate course. This plan would so far localize the training system as to bring its benefits within reach of the great body of teachers. It would give greater prominence and effectiveness to the professional work of the schools by limiting the scope of their academical courses. It would in a few years create and maintain a supply of able teachers worthy of the high vocation of instructing the people. It would rapidly renovate the entire public school system, and carry the infinite blessings of knowledge and culture to every home. It would stem this advancing tide of ignorance which now threatens to imperil, if not to overwhelm, the country. It would elevate the profession of teaching in public estimation. It would lead to a far more liberal compensation of teachers, by enabling them to render a more acceptable service to the people.

The committee believe, however, that no course of study which can be committed to paper can be made adequately to represent the true worth of a training school for teachers, or of any school whatever. It is the supreme function of every school not merely to accomplish a given course of study but *to develop character.* A curriculum is only one of the means to a great and comprehensive end. *It is too often made an end unto itself;* and it must be confessed that this end, in a majority of cases, is not realized. The value of a curriculum depends, first, upon its adaptation to the special purpose for which it is designed, and still more upon the *manner in which it is handled.* The best course of study ever devised by the wisdom of man, in the hands of an ignorant and unskillful teacher, is no better than a string of pearls offered as a morsel to a famishing beast. Said the late Edward Everett, in a brief address to a class of teachers on a certain occasion, "In education the method, the *method*, is everything." So the power of a curriculum depends preëminently upon the *method* in which it is employed. The branches taught in our elementary schools have a power of mental discipline and expansion many-fold greater than we realize from them in the average of cases. It is this latent power that we so much need to apply in our common schools. But intelligence and skill alone can do it. While a text-book stands between an unwilling child on the one hand and a blockhead on the other, this power must remain as a light hidden under a bushel, and the poor children will see only as through a glass very darkly.

Nor is this all. There is unquestionably a choice of studies to be regarded here. The studies to be pursued in our training schools for elementary teachers ought in a measure to be determined not so much by the branches which are but *which ought to be taught* in the common schools. There are some things attempted to be taught, especially in the district schools, which ought to have no place there, since they exclude other studies of far greater use to the people. We might instance algebra, higher arithmetic, mental arithmetic, pursued as an independent study, and carried to the extreme of abuse in enforced logical processes beyond the apprehension of children. We may also mention *surveying, natural philosophy, and astronomy, out of their proper order and connection.* Of the excluded studies we will merely name the elements of the natural and physical sciences, especially physics, chemistry, and botany, in their relations to agriculture and the mechanic arts. These are studies of the first importance to the industrial classes, and as far as possible they ought either to accompany or supplement thorough instruction in the so-called common branches. With our elementary schools properly regulated; with the studies clearly defined and limited as they should be; and, above all, with a generation of teachers such as the American people need and must have, these things will be practicable. Under an organization and administration of our school system in all its parts corresponding with the necessities and the wealth of the nation; with the studies suitably selected and limited, and with a supply of teachers worthy of their high vocation, we should see the rising generations in our country better trained, better educated, better fitted to enter upon the work of life at the age of twelve years than most young men and women now are at eighteen, or ever thereafter. There are those here who believe this possible, because they have seen the truth of the statement repeatedly verified. There is a vast waste of time, treasure, and power growing out of the imperfect organization and direction of the educational forces of this country, which goes far to account for the waste in every other direction.

A course of studies for the schools of the people should be wisely adapted to the condition and wants of the people. It should be such as promises them the broadest, fullest development possible within the limits of time which they can devote to it. It should be such as will, to the greatest practicable extent, aid them in their occupations, and fit them for their duties as men and citizens. It should be such as will stimulate them to the life-long duty of self culture after the temporary aids afforded by schools are withdrawn. As only the few are able to ascend so far as to claim the privileges of the higher institutions, the courses of study for the elementary schools should be selected less with reference to a preparation for the higher courses, if need be, than for the duties of life. As the common schools are for the masses, and as the masses cannot go beyond them, the interests of the higher institutions, when necessary, must yield to the interests of the masses.

The committee have suggested that a course of study is only one of the means by which the ends of school training are to be realized. Our children and youth should not only learn the right, but *learn to do* the right. It is essential that they *practice as well as know the truth*, and this is the essence of the training system. That school stops far short of its true goal which neglects the assiduous cultivation of the personal habits, manners and morals of its pupils. Carelessness slays its thousands and wastes its millions annually. Wantonness destroys more than prudence saves. Hundreds of our American schools are little less than undisciplined juvenile mobs, knowing and respecting no law save the wild passions of the hour. The representative young American is a child that neither reverences nor obeys his superiors; is impatient of restraint, and seemingly bent upon "rule or ruin." Multitudes of our school-houses and their appurtenances bear witness to this truth, resembling the sad relics of an ill-spent life.

Now the committee feel compelled to suggest that this subject of discipline and the formation of character comes legitimately within the scope of the present discussion. It matters not how complete our scheme for intellectual culture may be, if we neglect the personal, social, and moral habits of our youth it is all in vain; it is worse than useless. In these evil tendencies there is a profound significance, an ominous import. Here is the key to the lawlessness, corruption, wastefulness and other wrongs which menace the peace and safety of our society. These evils have their root in the slip-shod discipline as well as in the superficial teaching of the common schools. The committee believe that it is the supreme function of every school to aim directly at the habits and character of its pupils, and not alone at the technical instruction of the text-books and the intellectual routine of the class-room.

The professional training schools afford the means whereby the work of reformation in these respects may be begun. The teacher, the *teacher*, is the central power and the inspirer of all reforms in education. "Whatever you would have appear in the life of a nation," say the Prussians, "you must put into its schools." And, we venture to add, that whatever you would put into its schools you must first put into its teachers through the agencies which prepare them for their great work.

In proposing an outline of a course of study and training for elementary teachers, it seems necessary to fix upon some definite standard of admission as a basis of the course. This is a somewhat perplexing task, owing to the varying standards of teach-

ing in different localities. The normal school is compelled, by the necessities of its position in the system, to adjust itself to the condition and circumstances of the subordinate parts of that system. It must at first let itself down so far as to be accessible by average of those who have received their preparation in the lower schools. Otherwise its rooms would be tenantless and its occupation would be gone. Gradually, however, it can and should elevate its standard of admission, and by this means, as well as through the influence which its graduates will exert by their superior methods of teaching, it will constantly raise the character of the schools in the community. We propose a standard which is limited in the extent of its requirements. But this would be compensated for in the rigor and thoroughness of the preliminary examination. "Not how much, but how well," should be the test of admission to a training school for elementary teachers. The subjoined standard may be lowered when necessary to meet the exigencies of particular location.

Without further remark, the committee suggest the following as a suitable standard of admission to an elementary normal school:

1. The ability to spell correctly.
2. A free and legible handwriting.
3. The power to read fluently and to enunciate with distinctness all ordinary words of the language.
4. The ability to parse and analyze any common English sentence.
5. The power to perform with facility all the processes of elementary arithmetic to percentage.
6. A knowledge of the leading facts of mathematical geography, and of the political geography of the United States.
7. Satisfactory evidence of good moral character.
8. A sound, healthy body.

Assuming this as a basis, the committee suggest the following as affording an excellent course for the preparation of elementary teachers, covering a period of two years. Both the standard of admission and the course itself may be modified—either raised or lowered, to suit the necessities and circumstances of particular localities. It is impossible to lay down a course that will meet the demands of all places.

In presenting this course we assume also that one of the best methods of teaching how to teach any subject is actually to teach that subject upon the most approved plan. This method, however, is but one of many, and should never be exclusively relied upon. Special drill in the art of teaching should be a constant accompaniment of the course.

*Proposed course of study and training in a normal school for the preparation of elementary teachers. Time, two years; each year to be subdivided into two terms of twenty weeks each.*

FIRST YEAR—FIRST TERM.

| Subjects. | Syllabus. |
|---|---|
| English language | Parts of speech and their properties. Composition. Parsing and analysis of sentences. |
| Elementary arithmetic, including mental processes. | Processes and principles from the beginning to percentage. Mental practice. Methods of rapid calculation. |
| Writing and drawing | Theory and art of penmanship. Free drawing. |
| Geography | United States and Europe comprehensively studied. Map drawing. |
| Botany, as a means of cultivating observing powers, (8 weeks.) | Morphology of leaves. Stems. Roots. Use of schedules. |
| Physiology, (12 weeks.) To follow botany | General outlines of the subject. Hygienic rules. |
| Theory and practice of teaching | Observation and criticism of teaching exercises. Lessons in teaching primary reading and number classes. |
| Vocal and physical training | Free calisthenic exercises. Musical notation and reading through key of C. Simple chorus practice. |
| Ethical instruction | Manners and morals. Formation of right habits. |

*Proposed course of study and training in a normal school, &c.*—Continued.

FIRST YEAR—SECOND TERM.

| Subjects. | Syllabus. |
|---|---|
| sh grammar, (completed) | Analysis and parsing completed. Impromptu composition. Brief essays and theses. |
| ntary arithmetic, (completed) | Percentage. Ratio and proportion. Roots. Alligation. Mensuration analysis. Mental processes. Commercial calculations. Methods of rapid calculation. |
| ing | Perspective. Drawing of simple objects. |
| y, (8 or 10 weeks) | Continued to analysis and classification of plants. Use of schedules continued. |
| aphy, (completed) | Asia comprehensively. General review of the geography of the world. Map construction. Methods of rapid delineation. |
| etry | Geometrical facts. Lines. Figures. Definitions inferred. |
| y and practice of teaching—(Concluded.) | Lessons and criticism of methods in *language*, *form*, and *place*. |
| keeping | Theory and practice in double entry and in business forms. |
| and physical culture | Reading and singing in all scales and keys. Written exercises. Rythmic exercises. Transposition. Chorus practice. |

SECOND YEAR—FIRST TERM.

| | |
|---|---|
| aphy. (To follow reading) | Phenomena of ocean and atmosphere. Terrestrial astronomy. |
| sh language | Vocal exercises. Reading. Elocution. |
| ra. (10 weeks) | To quadratic equations. |
| al philosophy. (20 weeks.) | |
| ry of the United States. | |
| ce of government. | |
| istry, (follows algebra) | Nomenclature. Study of elements. Experimental practice in laboratory. |
| cal and vocal culture | Calisthenic exercises. Chorus practice. |
| ry and practice of teaching | Practice and criticism of object lessons. Management and methods with advanced classes. |

SECOND TERM.

| | |
|---|---|
| istry, (continued) | Elements and compounds. Lectures. Laboratory manipulation. |
| gy | General principles. Field work. Classification of specimens. |
| etry, (4 books) | Demonstrations inferred from facts and principles. |
| iology | Resumed and completed. |
| ry and practice of teaching | School organization, discipline, and management. School laws. History of education. |
| sophy of education, including mental philosophy. | Nervous mechanism. The senses. Sensation, perception, observation, memory reason, imagination, &c. Principles and methods of training inferred from the above. |

# EDUCATIONAL CONVENTIONS.

For the purpose of indicating the great degree of interest felt in the promotion of education throughout the country, by those who are most directly engaged in this work, and the character and amount of effort already employed, we give, in this connection, a brief account of some of the meetings held by several important educational associations during the last year.

## THE NATIONAL TEACHERS' ASSOCIATION.

This body met Wednesday morning, August 17, in the hall of the Central High School, Cleveland, Ohio, the president, D. B. Hagar, of Salem, Massachusetts, in the chair. An address of welcome by E. R. Perkins, president of the Cleveland board of education, was happily responded to by the president, in behalf of the association, who then proceeded to the delivery of the annual address, giving an interesting review of the history of the association, including its organization in 1857, the nine annual meetings since held, and the changes in its constitution, closing with a recommendation of its reorganization on a more comprehensive plan.

A report was then presented by S. H. White, of Illinois, on "the revision of the constitution," submitting a plan for the consolidation of the three national associations into one organization, under the title of The National Educational Association, with four departments, to wit: School superintendence, normal schools, elementary schools, and higher instruction. The constitution was unanimously adopted.

Dr. J. W. Hoyt, of Wisconsin, presented a report on a "national university," stating concisely the leading offices of a true university, and the need of such an institution in this country. On the question of ways and means, the *how* of the undertaking, the committee wisely asked for more time.

Dr. J. B. Thompson, of New York, gave a valuable report on the "decimal system of weights and measures," closing with the following resolutions, which were adopted:

*Resolved*, That a universal system of weights and measures, founded upon a common standard and the decimal notation, is alike important to commercial intercourse between different and distant nations, and to the progress of science and civilization throughout the world.

*Resolved*, That in the opinion of this association the metric system is nearer perfect than any other yet reached, and, therefore, has the strongest claims for universal adoption.

*Resolved*, That we recommend its early introduction into our schools and seminaries of learning, as the best means of popularizing the system, and securing its general use among the people.

E. A. Sheldon, principal of the Oswego Normal and Training School, presented a paper on "the proper work of a primary school," in which the author's views on primary education were given, urging the importance of the training of the senses by means of object lessons, in which the teacher is the guide, and claiming that more progress is made by pupils in reading, spelling, arithmetic, &c., when such additional lessons are given than without them.

Two lessons given to classes of small pupils, by Misses M. A. Lanyea and Kate Stephan, teachers in the public schools of Cleveland, followed; the first to illustrate the method of writing numbers by the decimal notation, and the second being an object lesson on knives.

The address of the evening was by General Eaton, national Commissioner of Education, on "the relation of the National Government to education," commencing with a history of the colonial and early action of the Government; noticing the things that Congress may not do in relation to public education; and next, mentioning some of the things which the Government may do in relation to education, viz: it may do all things required for education in the Territories; in the District of Columbia; by its treaties with and its obligations to the Indians; it may do all that its international relations require in regard to education; may call persons or States to account for whatever has been intrusted to them by it for educational purposes; may use either the public domain or the money received from its sale for the benefit of education; may know all about education in the country, and communicate of what it knows at the discretion of Congress and the Executive; may make laws for these several purposes, and the federal courts may adjudicate questions under them. In accordance with these laws, plainly the Government should provide a national educational office and an officer, and furnish him clerks and all means for the fulfillment of the national educational obligations; and it may take such exceptional action as exceptional circumstances may require—for the public welfare; for the assurance of a republican form of Government; for the protection of the liberty of those lately slaves; for the security of their citizenship; for the free exercise of the right to vote; for the equality of all men before the law; and for the fitting of any citizen for any responsibility the nation may impose on him.

The committee appointed to report on the address of General Eaton, subsequently submitted the following resolutions, which were adopted:

*Resolved*, That we heartily approve the views and recommendations therein so ably stated and urged.

*Resolved*, That we respectfully petition Congress to make a larger appropriation of money to meet what seems to us the first claims of general education upon the national Bureau.

*Resolved*, That General Eaton, together with the presiding officers of this association, be a committee to press the matters here referred to upon the attention of Congress.

Thursday's proceedings included—

1. The election of officers, consisting of Hon. J. L. Pickard, Chicago, Illinois, president; John Hancock, Cincinnati, Ohio, secretary, with twelve vice-presidents and twenty-seven directors.

2. An excellent paper by Professor Eben Tourjee, director of the New England conservatory of music, Boston, on "music in its relations to common school education." He presented cogent arguments in favor of the general introduction of music as a branch of school education, and referred to the musical instruction in the schools of Boston as an illustration of methods and results. The paper was followed by a brief discussion.

3. A model lesson in vocal music, by Professor Miller, of Illinois, the members of the association forming the class; and a musical exercise with a class of girls, conducted by Professor N. C. Stewart, of Cleveland.

4. A discussion on the motives and means which should be made prominent in school discipline and instruction, which was participated in by Hon. J. L. Pickard, and Hon. E. Weston, Illinois; Miss Eliza Schofield, Pennsylvania; J. H. Hoose and Mr. Johonnet, New York; President E. T. Tappan, President J. H. Fairchild, and E. E. White, Ohio. It was generally agreed that natural incentives should be used in preference to artificial. Natural incentives were divided into higher and lower, and the preference given to the former, when they can be made effective. The discussion was pointed, practical, and sensible, and, as a consequence, it was listened to with very great interest.

5. An instructive address by J. W. Dickinson, of Massachusetts, on the "schools and educational system of Germany." He gave the results of his observations with respect to courses of study, manner of teaching and government, compensation and qualification of teachers, &c. Many facts were stated in answer to questions, and, at the close, a hearty vote of thanks indicated the interest and satisfaction of the audience.

The principal exercises of Friday's session were—

1. A practical paper by J. H. Blodgett, of Illinois, on "the claims of English grammar in common schools," which was followed by a spirited discussion, participated in by Z. Richards, Washington; Hon. B. C. Hobbs, Indiana; and others.

2. An able paper by William T. Harris, superintendent of public schools, St. Louis, on "the use and abuse of text-books." After a suggestive review of the history and growth of systems of teaching, he considered the comparative merits of oral and text-book instruction. He conceded the value of object-teaching in primary schools, but objected to allowing oral instruction too large a place. He favored text-book teaching. The subject was discussed by Superintendent J. W. Bulkley, Brooklyn; Doctor Spear, Philadelphia; Doctor McGuffey, Virginia; Z. Richards, Washington; A. E. Sheldon, Oswego; and others.

3. An able and eloquent address by Hon. F. A. Sawyer, United States Senator, South Carolina, on the question, "What can free schools do for a State?"

Commissioner Eaton followed with a few remarks; the customary resolutions of thanks were passed; President Hagar congratulated the members on the harmony and success of the session, and the association adjourned.

The great feature of the proceedings was the consolidation of the three national associations into a national educational association, with four departments, as follows:

*National Educational Association.*—President, J. L. Pickard, Chicago, Illinois; secretary, W. E. Crosby, Davenport, Iowa.

*Normal school department.*—President, S. H. White, Peoria, Illinois; vice-president, C. C. Rounds, Farmington, Maine; secretary, A. L. Barbour, Washington, D. C.

*Department of higher instruction.*—President, C. W. Eliot, Harvard University, Cambridge, Massachusetts; vice-president, N. S. Cobleigh, Delaware, Ohio; secretary, S. G. Williams, Cleveland, Ohio; corresponding secretary, Eli T. Tappan, Gambier, Ohio.

*Elementary department.*—President, E. A. Sheldon, Oswego, New York; vice-president, A. C. Shortridge, Indianapolis, Indiana; secretary, W. E. Sheldon, Waltham, Massachusetts.

*National School Superintendents' Association.*—President, W. D. Henkle, Columbus, Ohio; vice-president, W. M. Colby, Little Rock, Arkansas; secretary, Warren Johnson, Augusta, Maine.

## AMERICAN NORMAL ASSOCIATION.

This association met in the hall of the Central High School, Cleveland, Ohio, on Monday morning, August 14, with an unusually large attendance. The president, Pro-

fessor John Ogden, of Nashville, Tennessee, delivered an able address on the "Condition and Wants of Normal Schools." As evidence of the utility of normal schools, he cited the fact that those States and countries that have made the most liberal provision for normal training have the best public schools; and, as evidence of the popularity of these schools, he alluded to the assumption of the name by institutions which have no just title to it. He urged that normal schools must be placed upon an elevated, rational, and substantial basis, and that they must do the work of first-class professional schools. They must produce skillful teachers; not hobbyists, nor copyists, nor idealists, but large-hearted, clear-headed, strong-handed teachers; and they must produce such teachers in greater numbers than other institutions. To this end, normal schools should not be subordinated to any other class of institutions. In its highest departments the normal school should be purely professional. Its mission is in the direct line of professional training, and to other institutions must largely be left the work of imparting a knowledge of the branches of study. Its course of study and training should be arranged with the strictest reference to its application in the work of teaching. The normal school should be endowed by the State, as a means of providing trained teachers for all her schools, and to it should be attached a model school—a complete school of observation, study, and practice, and a model in all its appointments.

Professor William F. Phelps, principal of the State Normal School, Winona, Minnesota, read a valuable report on the "course of study for normal schools."

A discussion of the paper followed, at length, in which Hon. B. G. Northrop, of Connecticut; L. R. Thompson, of West Virginia; Hon. B. C. Hobbs, of Indiana; S. H. White, of Illinois; W. E. Crosby, of Iowa; Dr. Daniel Read, of Missouri; C. C. Rounds, of Maine; Oliver Arey, of Wisconsin; W. E. Sheldon, of Massachusetts; and Mrs. A. J. Rickoff, of Ohio, participated. Quite a difference of opinion was expressed, the general drift, however, being in favor of two courses of training, an elementary and a more advanced course, the former having direct reference to the wants of primary schools.

S. H. White, esq., principal of the City Normal School, Peoria, Illinois, then read a paper on "the means of providing the mass of teachers with professional instruction." The papers of Messrs. Phelps and White were referred to a committee of eighteen, with instructions to consider certain topics in each, and report to the association. (These papers appear in another branch of this report.)

A large audience assembled in the evening to hear an address by Hon. J. L. Pickard, superintendent of public schools, Chicago, Illinois, on "the human body a subject of study for the teacher." The importance of good health to the teacher was strongly presented. A good physical presence exerts a powerful influence, and the posture and movements of the body are real educational forces. The clear utterance which physical vigor gives, imparts weight to words of wisdom and moral precepts. The ease with which a healthy teacher works is of incalculable value. Ill health is the mother of petulance, and bad digestion furnishes many occasions for the use of the birch. These and other considerations make the understanding of his physical nature, and a compliance with its laws, an imperative duty on the part of the teacher. The speaker's next plea was for the little ones, whose physical needs should be the first great care of the teacher. Health of bodily powers is not only the condition of successful physical labor, but also of the highest mental attainments. To all intellectual progress the body hangs as a clog, or acts as a helper. The teacher must be able to direct the physical activities of children, and this can never be wisely done by one who does not understand their nature, their condition, and their needs. The popular excesses in physical training, as in rowing, base ball, &c., were noticed and condemned.

At the opening of the session on Tuesday morning, a committee was appointed to wait on President Grant, then in the city, and invite him to visit the association. The President called at the lower front hall of the building, where he was met by the members, who were personally introduced by General Eaton, national Commissioner of Education.

Miss Delia A. Lathrop, principal of the Cincinnati Normal School, read an able paper on "the value and place of object lessons as a course of study."

Professor J. W. Dickinson, principal of the State Normal School, Westfield, Massachusetts, read a scholarly paper on "the application of mental science to teaching." It was a thorough analysis of the mental powers, with a concise statement of the laws of their growth, and the manner in which these facts should be applied in teaching.

Each of these papers was followed by a discussion in which the philosophy of object-teaching was specially considered.

Professor Moses T. Brown, of Massachusetts, gave a brief address on "Dickens as a reader," and as an illustration of his style, read an extract from "Dombey and Son," eliciting hearty applause.

At the evening session the report of the committee on a course of study for normal schools was adopted, and a paper on the treatment of dunces, by Miss M. F. Jackson, Philadelphia, was read by Miss Howard, of New York. This was followed by brief addresses by Dr. Reed, of Missouri; Mrs. Mary Howe Smith, of New York; W. E. Sheldon, of Massachusetts; William T. Phelps, of Minnesota; J. W. Dickinson, of Massachusetts; John Hancock, Hon. Anson Smyth, and R. H. Holbrook, of Ohio.

## AMERICAN INSTITUTE OF INSTRUCTION.

The forty-first annual meeting of this association was held in Worcester, Massachu-ts, commencing July 27, 1870.

Professor S. S. Greene, of Providence, Rhode Island, president, called the meeting to ler at 11 o'clock a. m. Prayer was offered by Rev. Mr. St. John, followed by an ad-ess of welcome by Hon. James B. Blake, mayor of the city.

Professor Greene, after happily responding to the mayor, and complimenting Wor-ter for its early efforts in securing a system of graded schools, read his annual ad-ess as president of the institute. Referring to the influence of this association, he ted that it originated before boards of education, or normal schools, or systems of ded schools to any extent, or State or city superintendents. He then enumerated ne of the important changes of the last forty years, and pointed out the forces at rk to produce them, claiming for the American Institute of Instruction a large share this work.

Rev. A. A. Miner, president of Tuft's College, read a paper in the afternoon on the ty of our larger towns to support evening schools. This was followed by an ex-ded and animated discussion of the paper, and an illustration of the method of ching singing in the primary schools of Boston, by Mr. L. W. Mason.

In the evening Professor J. L. Diman, of Brown University, gave a lecture on "the etry of education," which was enjoyed by a large audience, in Mechanics' Hall. mmencing with a beautifully-expressed eulogy on Charles Dickens, he referred to e charms of school-boy life in England, as described by Thackeray, Tom Hughes, d other English writers. The origin of the nine principal English schools was given, d the opinion expressed that more had been done by such schools as Rugby, Eton, rrow, and others of that class, than by Oxford and Cambridge, illustrating his ideas sketches from the school life of several distinguished graduates from these schools. thought great good would result from the endowment of such schools in this ntry, and that a better educational influence would proceed from them than is now erted by the ambitious, self-styled universities, from which the country is flooded th meaningless titles.

The first paper of the second day was on "the relation of academies," by Rev. Mr. w, of Worcester. He claimed that academies are needed to supply three classes of nts. First, to supplement the high schools, as many, from their situation or age, nnot attend the high schools, because they afford a higher course of study to many o cannot otherwise obtain it, and on account of their distinct religious character. said more than 10,000 persons are annually found in the academies of New gland.

A discussion followed, in which D. B. Hagar, of Salem; A. P. Stone, of Portland, ine; D. N. Camp, of Connecticut; Rev. D. Leach, of Rhode Island; Z. Richards, of shington, D. C.; Rev. Mr. Clute, of New Jersey; D. Crosby, of New Hampshire, and ers, participated.

Dr. Stockbridge, of Providence, next read a paper on "the system of education in ussia," which, he said, rested on two great principles—that education should be uni-rsal, and that it should be compulsory. Under the second head, he said, all youths st attend schools. Every parish must sustain a school, or, if poor, it will be aided. achers must be educated, and provision is made for this at the public expense. achers are assured of competence while teaching, and of support if disabled or perannuated.

In the afternoon a new draught of the constitution, with various amendments, was esented, and unanimously adopted.

### THE BIBLE IN COMMON SCHOOLS.

Rev. A. P. Peabody, D. D., professor of theology in Harvard University, gave an le address in the afternoon on "the Bible in common schools." To banish the ble, he said, was to garble history, for there was much history of which it was the ly source. Christianity is the great factor in the history of the world. If moral ilosophy is to be taught, it must be Christian ethics. For the culture of the taste d imagination the Bible transcends all other literature. Our English Bible has ren-red important service in preserving our language. It is the key to the best English tion, as is manifest in the purity with which it is spoken in New England, because e Bible has helped to form the diction of every child. We are also a Christian ople. This we recognize in oaths, in prayers in the legislature, and in other ways. ur children should not be kept in ignorance of this. Sectarian religion should be cluded; but this can be done only by having infidel teachers or giving an unsecta-n book. The Bible is such a book. It was not made by the Puritans. The Puritans e the only class that might complain, as at the use of the word "bishop," to translate at is in other passages rightly translated "overseer." Enlightened Roman Catho-s admit that our translation is not unfavorable to them. But what they want is the vision of school funds; and this would be the destruction of our common-school sys-n; this would be suicidal, and cannot be allowed, for each sect would then have

separate schools. But would you compel children to hear instruction to which their parents object? Yes, unless parents indemnify the State from their children becoming paupers or criminals. There is danger of children being left to moral ignorance and degradation.

After an animated discussion of some length on the address of Dr. Peabody, and upon the following resolution, offered by W. C. Collar, of Boston Highlands, the resolution was adopted almost unanimously:

"*Resolved*, That, in the opinion of this association, the public safety and the highest interests of education demand that the Bible should not be excluded from the public schools."

The evening session was occupied by a lecture by Dr. George B. Loring, on "the higher education of women."

The first paper on Thursday, the third day of the meeting, was by Professor W. P. Atkinson, of Cambridge, on "a general course of study," in which he showed the relation that education bears to the Government, and claimed that this should be provided for all by the States rather than the General Government, and that the very best is not too much to be demanded. The use of scientific knowledge in the future development of this country was dwelt upon; and in addition to teaching in science and English literature—the latter being important to make our boys and girls brave, earnest, and true—there should be much more of instruction in beauty, as seen in poetry and art.

After a full discussion of this paper the report of the treasurer was read, showing the receipts of the year to have been $776 29, and the expenditures $494 83.

### COMPULSORY SCHOOL ATTENDANCE.

In the afternoon this subject was taken up, to allow Hon. Joseph White, secretary of the Massachusetts State board of education, to address the institute. He said that the questions of school attendance and school supervision were among the most important for their consideration. It would not be denied that it was the duty of the State to provide the means of education, or the duty of parents to avail themselves of these privileges; and, to go even further, it was the duty of the State to compel parents and guardians to avail themselves of the privileges. The law punishing parents who, in good circumstances, fail to provide children with food and clothes, was a good law, and there should be the same provision for intellectual food. Mr. White read the compulsory law passed in 1642 relative to children and apprentices, making it the duty of all to see that the children in the families of their neighbors had sufficient learning to enable them to read the English language perfectly, with other acquirements. To-day we recognize the same principle in the law requiring children between the ages of eight and twelve years to attend school six months in the year, and children from twelve to fifteen years of age, three months. When a law was made compelling attendance at school and enforcing it, "to let" would be inscribed on the door of the State prison, and we should live in an age of prosperity such as we have not known since the days of the Puritan fathers.

Some minor topics were discussed in the afternoon by gentlemen from various parts of the country.

Mr. Fordice Allen, of Pennsylvania, spoke of the progress of education in his State, and invited the institute to visit the State and hold an annual meeting there.

Abner J. Phipps, agent of the Massachusetts board of education, was elected president for the ensuing year, D. W. Jones, Boston, secretary, and George A. Walton, of Westfield, treasurer.

### CENTRAL COLLEGE ASSOCIATION.

More than thirty college presidents met at Oberlin, Ohio, Tuesday, August 23, to attend the second meeting of the Central College Association, an organization for the advancement of collegiate and higher education, designed to operate in the Mississippi Valley.

Vice-President Tappan, of Kenyon College, occupied the chair. In his opening address he urged strongly the establishment of some kind of national union in the higher education of the people, and advocated the acceptance of the proposition from the National Teachers' Association to organize under the department of "higher instruction."

Wednesday morning was occupied by a report of the executive committee, followed by the reading of a paper upon the history of the Greek language, by Professor Anagnostopoulos, a native Greek, who also included in his subject the methods of teaching the classics. He insisted that the modern and ancient Greek languages are identical, with due allowances for corruptions and unimportant changes.

In the afternoon a discussion on classical academies was continued; also the subject of the "marking system, examination, and degrees." A committee previously appointed, consisting of Professors Ellis, Martyn, Cobleigh, Olney, and Vincent, reported a resolution approving the organization of a department of higher education, as pro-

vided for in the action of the National Teachers' Association, "and that we will coöperate with that department;" and the report was adopted. In the evening Professor Gulliver gave an address on "Christian colleges and Christian churches."

Thursday the following officers were chosen: President, J. H. Fairchild, of Oberlin; first vice-president, J. P. Gulliver, of Knox College; second vice-president, Professor Ed. Olney, of Michigan University; corresponding secretary, President E. T. Tappan, of Kenyon College; recording secretary, Professor B. S. Potter, of Illinois Wesleyan University; treasurer, E. Whipple, of Wheaton College.

President Fairchild, of Oberlin, read a paper on the question, "How far the college shall control the religious instruction of pupils?" The main points presented in answer to the question were that the pupil specially needed religious instruction, for he is at that period of life when he is immature, unsettled, and grasping after the foundations of those teachings which he had in youth accepted from the authority of parents. His intelligence could not be trusted without religious instruction. Government provides religious instruction for the inmates of its prisons and hospitals. Character cannot be formed except under the pressure of religion. In history and life the Christian religion is one of the most prominent facts, and cannot be left out of studies. Order in colleges cannot be maintained without religious teaching. Colleges are held responsible for this work by the religious element of society. He thought that if the practice prevailed which had been adopted in Cornell University and the University of Wisconsin, of not requiring religious studies or observances, it would be ruinous to the colleges and the State. To what extent religion should be taught, could not be answered, but students must accept the regulations as those of a well-ordered household. Narrow peculiarities of creeds should not be enforced or criticised, for the college is not the arena for sectarian discussions.

The venerable ex-president, Finney, of Oberlin, having been invited through a special committee to address the convention, made some pungent remarks as to what he thought colleges ought to be. 1. The faculty should be Christian, for what establishes, supports, and endows colleges but the Christian religion? 2. They should be men well posted in their special departments, and labor with enthusiasm. They might teach a quarter of a century without enthusiasm, and not develop a thorough scholar. 3. The faculty must be sufficiently radical and judiciously progressive, so as not to lose the confidence of the students and earn the title of old fogy. 4. The college must be in sympathy with the people. He attributed the success of Oberlin to that. 5. Faculties must have settled and well-defined opinions. Some people thought college men should not have opinions, but they should; though there is a kind of popularity in which everybody speaks well of men and nobody cares much for them; they are well liked, but have no students. 6. Religion must be taught. The highest judicial authority had decided the Christian religion to be the law of the land. 7. Faculties should be men of good sense, and, if they would have the respect of pupils, they should know enough to come into the recitation rooms out of the rain.

The following resolutions were adopted at the close of the session:

*Resolved*, That we note with pleasure the evidences of increasing interest in the literary, scientific, and especially the religious education of the youth of our land; believing, as we do, that education not based upon Christian truth is of questionable value.

2. That the executive committee be instructed to correspond with General Eaton, Commissioner of Education, and express their willingness and desire to coöperate with him in promoting the interests of education.

3. That we commend these interests to the sympathies, prayers, and liberality of Christian people and congregations; that our schools may be increasingly useful as fountains not only of sound instruction, but also of earnest, elevated piety.

A social entertainment in the ladies' hall of the college at 5 p. m. closed the meetings of the association.

## KANSAS STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held June 29 and 30, and July 1, 1870. The opening address was by the president, I. J. Banister, of Paola. Lectures or papers were read by Professor H. D. McCarty and Professor P. J. Williams, of Leavenworth; Miss Brewer, of Paola; Professor Kellogg, of Emporia; Hon. T. A. Parker, State superintendent of Missouri; R. B. Taylor, of Wyandott; Professor Chapman, of Irving; Hon. P. McVicar, Kansas State superintendent; Professor R. B. Dilworth, Leavenworth; Professor P. Fales, of Ottawa, and Miss Morris, of Leavenworth.

## OHIO STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting of this association was held at Columbus, July 5, 6, and 7, and the members were welcomed to the city by F. Fieser, esq., president of the city board of education. John Hancock, esq., of Cincinnati, responded in behalf

of the association. The president of the association, R. W. Stevenson, esq., of Norwalk, then gave his inaugural address, in the course of which he referred to the efforts which have been made by the teachers of the State, for many years, to secure normal schools and county supervision. He said they had begged for these two measures at the doors of their legislative halls, but had been refused. But the pupils would by and by be the law-makers, and then these two things would surely come. They had secured the passage of a law creating a State board of examiners, and also one which had greatly improved the institute system. In concluding his address, he said:

"What ten years more will bring forth in the history of education in Ohio, no teacher, not even a veteran in the service, would dare attempt to foretell. But the progress of the past surely leaves us not hopeless and faithless, but full of encouragement. It will do us no harm to indulge, at least, in the vision of not less than six well-established, munificently-endowed State normal schools, with two thousand young men and women in course of training for the profession, one master mind controlling the educational affairs of each county, with the *township*, and not the *sub-district*, as the unit in the grand system of the common schools of the State."

A report on "primary instruction" was read by Rev. J. F. Reinmund, of Springfield, and the subject was discussed at length; and then the general doctrines of the report were commended to the attention of the teachers of the State.

A report on "moral culture in common schools" was read by President Eli T. Tappan, of Kenyon College, a discussion following, in which a large number of members participated. Mr. W. H. Venable, of Cincinnati, gave the evening address of the second day, on "the utility of the ideal." Thursday, the third day, J. C. Hartzler, esq., presented a report on "the best methods of conducting county examinations of teachers," which was discussed very fully, and an appropriate resolution on the subject was adopted. The exercises of this association consisted, in a great degree, of discussions on important local questions; and among others the following resolutions were adopted:

*Resolved*, That this association deeply regrets the failure of the general assembly of Ohio to pass the bill creating the office of county school superintendent, and its members hereby pledge themselves to keep the value and importance of this great measure before the people until its incorporation into the school system of the State is secured.

### THE BIBLE IN SCHOOLS.

*Resolved*, That the right moral instruction and training of its pupils are the highest function and the most imperative duty of the public school.

*Resolved*, That both reason and history attest the insufficiency of the natural virtues as a basis of moral duty and action, and hence effective moral instruction and training must be based upon and vitalized by religion.

*Resolved*, That while effective moral instruction and training in our schools do not require the teaching of sectarian dogmas, creeds, or catechisms, the complete secularization of our public schools would be a public and national calamity.

*Resolved*, That, in the language of Justice Story in the Girard will case, "The Bible is a religious but not a sectarian book," and we are opposed to its exclusion from the public schools by the action of boards of education, or by statutory enactment.

The following officers were chosen: President, A. C. Deuel, Urbana, with three male and two female vice-presidents; recording secretary, J. F. Lukens, Kent; corresponding secretary, U. T. Curran, Cincinnati.

## MICHIGAN ASSOCIATION OF COUNTY SUPERINTENDENTS.

This association met at Grand Rapids, at 8 o'clock p. m., August 8, 1870. In addition to the county superintendents there were present at the opening, Hon. O. Horsford, State superintendent, and ex-superintendents Gregory and Pierce.

The address of the evening was by the State superintendent, on "the relation of the National Government to education."

The necessity of government of some sort was first explained; the inherent powers of government were stated, embracing the right of making internal improvements, of making war in cases of emergency, and generally of protecting and advancing the great interests of its citizens.

The question was then argued whether the Government has the right, and if so, whether it is its duty, to take part in matters relating to the education of its citizens, which is of especial importance to our success and ultimate greatness. It was maintained that there could be no doubt whatever of the wisdom of the Government's taking measures for the general education of its masses, and that instruction, such as is imparted in schools of high order, develops not only invincible armies, but also enlightened and loyal citizens, men who appreciate and will maintain, in all emergencies free institutions. The result of such education, as compared with the want of an educational system, was never more forcibly demonstrated than during the civil war.

was further maintained that education is necessary to the well-being of this coun-
as tending to elevate and instruct all classes of citizens, who must be educated
use the genius of our institutions demands not a restricted ballot, but a universal
of enlightened men. It was argued that the only practical question was how far
Government should go in this direction, what means it is authorized to take, and
hat extent it can properly adopt legislation. The beneficial results of the general
ms of education adopted in several states of Europe, as Switzerland and Prussia,
dwelt upon and shown to have practically changed the doctrines of those nations.
course now being taken by Austria, in the same direction, was also commended,
authorities were cited to prove that the late triumphs of the Prussian soldiers over
Austrians (perhaps also over the French) were due to the superior national educa-
of the Prussians, which is now being widely followed throughout the Austrian do-
ons. It was argued that a high degree of education is absolutely essential to the
ss of republics, and that the development of it in Europe is swiftly working the
fall of all despotic one-man powers, and establishing constitutional monarchies or
blics in their stead.
e previous course of our own Government, in this direction, was noticed, and it
shown that before 1866 it had practically done nothing save to vote certain lands
ne benefit of schools in the country. In that year, through the efforts of the lead-
educators of the country, a measure was carried through Congress for collecting
stics of the educational interests of the country. A Bureau was founded, consist-
of a Department of Education, for gathering statistics, and for disseminating infor-
on of this nature throughout the country. A Commissioner of the Bureau was ap-
ted, at a salary of $4,000 per annum, with authority to appoint the necessary num-
of subordinates, and with instructions to present an annual report to Congress con-
ing this question. The act also instructs the Commissioner to investigate and re-
concerning the present condition of the various funds appropriated by the Gov-
ment for educational purposes.
urged that a full Department of Education should be created, equal to any by the
rnment, the secretary of which should be a member of the cabinet, and possessed
ual power with the other cabinet ministers; and that the educational interests of
country should rank fully as high as those of finance, of state, or of war. He would
have the national system conflict with the State systems, but coöperate, so as to
er them more wide-spread and effective. There was, in his opinion, no difficulty
tablishing such a system, and there should no delay in adopting it.

## SUPERINTENDENTS' RECORDS.

uesday morning a report was made by Superintendent Bennett on the subject of
perintendents' records," which was followed by a discussion, Hon. J. D. Pierce, of
lanti, recommending the simplest form as the best, in which opinion there was a
ral concurrence.

## SCHOOL DISCIPLINE.

perintendent Antisdale read the next paper, devoted chiefly to the proper and best
ns of enforcing order and discipline in schools.
the discussion which followed, Superintendents Hill, Latta, Fancher, Ford, Mudge,
Hon. J. D. Pierce took part, when Superintendent Mudge introduced the following
lution, which was subsequently adopted, after a full discussion, by about two to
:

*Resolved*, That it is the sense of this convention that, while the utmost effort of the
her should be to build up, within the mind of the child, a moral principle producing
government, until such principle is developed, resort to means of compulsory re-
int, after persuasive instrumentalities are exhausted, is proper, legal, and necessary
ne success of our primary schools."

## COUNTY TEACHERS' INSTITUTES.

his topic was presented by Superintendent Follas, setting forth the work that insti-
s should aim to accomplish. They should not be conducted by means of lectures
e. The teachers themselves should take part in them. Professor John M. Gregory,
ident of the Industrial University of Illinois, being present, he was introduced as
ntleman who had conducted the educational interests of the State for a long
s of years successfully. He was in favor of teachers' institutes. He inferred that
e present would prefer to hear Pestalozzi (if he could be present) lecture rather
see him drill a class. If Horace Mann could appear we would listen with more
sure to his theory and philosophy of education rather than observe his methods.
teacher of less acknowledged eminence and lack of original ideas were to hold
h, we should say, "Let us see your class exercise; let your speech go." So institutes
ld be conducted. The instructors should be assigned to the positions they were

best calculated to fill. If those seeking public notoriety can be kept by some means in the back ground, institutes will be successful.

Among the other matters discussed during the afternoon sessions were "Term reports by teachers to county superintendents;" "Compulsory attendance;" "Examinations;" "A State journal;" "School legislation," &c.

In the evening Hon. John M. Gregory gave an address on "The motive powers of our educational machinery." This subject was presented in an attractive and earnest manner. "The great driving-wheel of all this machinery," he said, "is the body politic. When public sentiment pronounces education a good thing, it enkindles in the mind of the parent, the teacher, and the child a desire to secure it. To-day," said he, "your high schools stand half-filled, your colleges comparatively empty, because public sentiment thinks that to read a newspaper and keep accounts is all that is required." Adverting to the public-school system of Prussia, and enumerating its universities filled with students, he asked "Why are these so full? Because that in Prussia the university stands in the way of the professions, and young men seek the universities as the only open door to their hopes. Here we have no such motive. We cannot subject our young men to any such compulsion. What there remains to us is to suit education to their felt wants. If the mountain will not come to us, we must go to the mountain. We must make our higher education what the practical sense of the country demands. And this our leading institutions were doing. What has Harvard been compelled by public opinion (instead of leading it) to do? To make her whole course above the sophomore year the optional course; and more, and others will be called upon to do the same. It is true that Latin and Greek are time-honored, but at the risk of being called a heretic, he claimed that they were inadequate to fit a man to battle with the great industries of the earth. The point was not mere rounded development, and not mere indefinite discipline, but education practically directed to the great duties and business of life. If you can so educate it with Latin and Greek, do so; if you can do it by scientific education, do so. He was not a politician, but he felt that the great experiment of the world would have to be made by America, and that was the free exchange of products and manufactures, in short, free trade. Applause. In the competition that must then come for the markets of the world, we can only hold our place by the power of cultivated brains. The great inventions of Americans that had reflected glory and honor on the name, were but a tithe of what they would be, had our people the benefits of a polytechnic education. He congratulated those present on what had been accomplished in Michigan. He felt grateful for the little part he had been enabled to bear in shaping the foundations. He had pointed with pride to the institutions of Michigan, her colleges, her high and union schools, and her university, which had made the name of Michigan honored."

The subject of "Normal classes in the high school" was presented Wednesday by Superintendent Palmer, and a paper on "The relation of Christianity to education" was read by Superintendent Hill. The closing address was by Hon. J. D. Pierce, his theme being, "What and how much ought to be expected from our schools, and are they worth preserving?"

## MICHIGAN STATE TEACHERS' ASSOCIATION.

This association met at Grand Rapids, August 10, 1870, the opening exercise being at 8 o'clock p. m.; Hon. Duane Doty, of Detroit, president, in the chair. The lecture of the evening was by Rev. C. H. Bingham, of Ann Arbor, on "Words and their uses."

Thursday morning an address of welcome was given by Professor Strong, when the first topic of the day was presented by him, also, on "A high school course of study." A lengthy discussion followed. President Doty drew a diagram on the black-board to illustrate the proportion of students in each grade of schools in the State; which, according to his estimate was, for primary schools, 4,000; intermediate, 2,000; grammar, 1,000; high, 200; the complete department of the high school, 20; the university, 2. Mrs. Kate Brearely, of Lansing, read a paper on "The force of human nature," the subject being treated to show how the teacher should replace, if possible, the evil forces by good ones. In the afternoon a paper was read by Captain F. R. Brockway, superintendent of the House of Correction of Detroit, on "The influence of education upon crime."

Mr. Doty inquired what was to be done with insubordinate boys. Whipping would not reform them; they could not be imprisoned. Should they be expelled from the schools? Mr. Brockway replied, "You must keep them in the schools." He would, if necessary, construct a school expressly for them. To deprive them of education was to thrust them, with great impetus, into a criminal career. In the prolonged discussion which followed, the prevailing opinion expressed was that the best remedy for the cases referred to is to diminish the number of pupils for each teacher. A good teacher, with not more than twenty-five pupils, might do anything he pleased with them; but when sixty or seventy pupils are under the care of a single teacher, it is impossible to restrain them properly. In the evening Professor A. A. Griffith gave a lecture on

"Elocution and gymnastics combined," with appropriate illustrations of his subject in reciting several selected pieces. Papers were presented in the course of the meeting, which closed Friday, on "The teacher's personal danger," by Professor H. S. Tarbell; on "Teaching mathematics," by Professor Doty; and on "Teaching; by whom, when, and where," by Professor E. A. Frazer, of Kalamazoo. Among the resolutions adopted was the following: "That the elimination of crime from the land, as well as the safety and perpetuity of our republican institutions, are grounded upon the universal intelligence of the people." The association adjourned to meet in Ypsilanti, in December 1870.

## INDIANA STATE COLLEGIATE ASSOCIATION.

The third session of this association was held in the hall of the house of representatives at Indianapolis, July 7, 1870. The president, Hon. B. C. Hobbs, in the chair, who read an address on "The relation and duties of the colleges to the public schools," strongly opposing the practice of spending so much time in the study of Latin and Greek. The paper was discussed by Professors Hamilton, Brown, Garritt, Bowman, and Jones.

Professor L. L. Rogers, of Asbury University, read a paper on "The correct pronunciation of the Latin language." A discussion followed, in which Professors Hamilton, Thompson, Renbelt, and Pearson took part.

In the evening a discussion was had on "Higher religious culture in colleges, and the means of securing it."

The exercises of the second day were, the reading of a paper by Professor J. A. Renbelt, on "The study of the ancient classics." After discussion, a resolution was adopted, on motion by Professor Hoss, "That the study of the ancient classics should be made auxiliary to the mastery of the English language." Professor R. T. Brown read a paper on "Some of the means of preserving the physical health and vigor of college students," which was heartily indorsed by the association, and one thousand copies were ordered to be published. The following officers were chosen: Dr. R. T. Brown, president; E. A. Ballentine, vice-president; William A. Bell, secretary; William T. Stott, treasurer.

## WISCONSIN TEACHERS' ASSOCIATION.

Over four hundred teachers attended the session of the Wisconsin Teachers' Association, held at Watertown, July 12–14. Lectures were delivered by R. Edwards, president of Illinois Normal School, Normal; E. O. Haven, president of Northwestern University, Evanston, Illinois; and W. E. Merriman, president of Ripon College. The proceedings thoughout were interesting. The following officers were elected: President Robert Graham; vice-presidents, D. E. Holmes, F. C. Pomeroy, B. M. Reynolds; secretary, A. Earthman; treasurer, G. W. Heath; executive committee, W. D. Parker, S. Shaw, G. S. Albee, W. A. Delamatyr, D. G. Purman.

## VIRGINIA EDUCATIONAL MEETING OF COUNTY SUPERINTENDENTS.

A large and highly respectable meeting in the interest of education, with special reference to promoting the work of the public schools in Virginia, was held November 2, in the hall of the house of delegates, Richmond, being called together by the State superintendent, Hon. W. H. Ruffner. Governor Walker presided, and on taking the chair he explained the objects of the meeting, being the gathering together of the county superintendents of public instruction, and all others interested in the cause of education, to consider and propound the most efficient means of carrying out the present system of free schools, and to impress upon the county superintendents the importance of their mission and duties. He made an eloquent address upon this subject, dwelling upon the importance of educating the people, to enable them to understand the duties and privileges of citizenship. In conclusion, he introduced the Rev. J. L. M. Curry, D. D., who spoke upon the general principles of education and its important bearing upon the welfare of the country.

Rev. Dr. Sears was next introduced. He spoke of the general advantages of education, and cited the power of Prussia as an instance. She owed her success not to her might as a power, not to the needle-gun, but to her educated soldiery. In the course of his remarks he alluded to the Peabody fund, and explained the reason why the board of directors had distributed the fund for the advancement of private rather than of public schools.

Rev. Dr. W. W. Walker, of Westmoreland, made a very fluent and interesting address, pointing out the difficulties in the great work, and the importance of nerving ourselves to meet and conquer them. With his remarks closed the proceedings of one of the most interesting educational meetings ever held in Richmond.

A meeting of the county superintendents was held at 6 o'clock in the afternoon, at which important matters, relating to their work in organizing the schools of the State, were discussed.

## NEW YORK STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of this association was held in Syracuse, July 26, 27, and 28. The address of welcome was by President White, of Cornell University, who proceeded to review the "Battle-field of education," saying that the contest is between the spirit of public education and the spirit of bigotry, and discarding all sectarian schools.

S. D. Barr, of Rochester, president, responded in behalf of the association, paying a high compliment to President White for his efforts in the cause of education, and then gave his inaugural address, in which he traced the history of the association for the last twenty-five years, and especially commended the work of the normal schools, advising teachers to add to the elementary course the culture of the higher course.

A report on "The condition of education" was made by Dr. Jutlden, of Albany, in which he claimed that correct ideas on the subject of education are gaining ground. The vitality of the system depends upon teachers. Ladies do not yet receive pay in proportion to their work.

Professor Krusi, of Oswego, reported on "Improved methods in education," advocating mainly the development of principles without text-books.

Dr. J. W. Armstrong, of Fredonia, gave a lecture on "Natural science, and how it may be introduced into the school-room." Dr. S. J. Williams, of Cleveland, Ohio, spoke of the results in that city from the appointment of female principals in the grammar schools, stating that the boys were better prepared for the high-school than ever before, when taught by male teachers. Dr. M. McVicar, of Potsdam, read a paper on "The teachers our times demand." Professor C. D. McLean, of Brockport, read a paper entitled "The teacher as a citizen." Professor J. H. Hoose, of Cortland, presented "The true idea of school discipline," which was followed by a discussion, in which Rev. S. J. May, of Syracuse, and Professor C. H. Anthony took opposite sides on the question of corporal punishment, the former saying the rod was abolished three years ago in Syracuse and good results had followed, other means of discipline, mainly rewards, being substituted; the latter replying that he considered this world a great school, and our Heavenly Father the schoolmaster, and that we could take lessons from Him in the matter of governing pupils. He thought scholars educated without the rod were not fully educated, and he pitied the children of Syracuse.

Other papers were read and discussed; one by Professor H. A. Balcom, proposing to throw overboard the study of English grammar; one by Mrs. A. T. Randall, of Oswego, on "The school mistresses;" others by Professor Anthony, by Mrs. H. B. Hews, by Mrs. Emily A. Rice, of Darien, Connecticut, and by Miss Ellen J. Merritt, of Potsdam. Appropriate resolutions were adopted noticing the decease, during the year, of Hon. Victor M. Rice, Mrs. Emma Willard, and Miss Ellen M. Seaver. The revised constitution, as reported by H. R. Sanford, was adopted. The treasurer reported $550 in the treasury.

J. D. Steele, of Elmira, was chosen president for the ensuing year; corresponding secretary, James Cruikshank, Brooklyn.

The next meeting is to be held at Lockport, July 25, 1871.

## THE CALIFORNIA STATE TEACHERS' INSTITUTE.

This association met in Mercantile Library Hall, San Francisco, Tuesday, September 13, 1870, and was called to order by Hon. O. P. Fitzgerald, State superintendent of public instruction, who gave the members a hearty welcome. Hon. J. M. Burnett, chairman of the city board of education, and G. K. Godfrey, esq., of Siskiyou, were chosen vice-presidents, and W. J. Dakin, of Calaveras, secretary. Miss Carrie Field and Miss Kate Kennedy were chosen assistant secretaries.

Hon. J. M. Burnett then delivered the opening address, after which an enrollment was taken, showing 520 members present. This number was subsequently increased to nearly 600. Mrs. M. L. Jordan, of the State Normal School, then gave an illustration of the Oswego method of object teaching, which was warmly applauded.

In the afternoon Professor E. S. Carr, of the State University, gave a lecture on "Air," adapting his remarks especially to the hygienic principles applicable to the school-room.

Wednesday, J. P. Garlick, esq., spoke upon "Ungraded schools;" the methods of teaching reading were discussed by Professor E. Knowlton and others; Miss Clara G. Dolliver gave a poem on "Equality of compensation for men and women;" Professor T. Bradley gave a lecture on "Forgotten things;" Professors Burgess and Andrews presented the claims of penmanship; and Professor E. S. Carr spoke on "Industrial education."

In the evening Hon. O. P. Fitzgerald, State superintendent, gave his official lecture. He adverted to the agricultural and mechanical fairs and exhibitions in different parts of the State, representing our industrial condition. He referred to the many and wonderful improvements going on throughout the State, in our various industrial pursuits. None of them could compare in importance to society with the cause of popular edu

cation. He referred to his connection with the public schools of this State, and cordially bore evidence to the moral worth of the great majority of our educators. He was proud of the manner in which they had thrown aside all party feelings and prejudices, and had assisted him in advancing the cause of education.

Thursday "The science of grammar" was presented by Dr. Schellhous. Mrs. Penwell, of Alameda, spoke of "The art of teaching," and Miss Laura T. Fowler gave an essay upon "The radical defects in our education."

In the afternoon W. W. Stone, of Yolo, read a poem. Professor W. Wilkinson, principal of the Deaf, Dumb, and Blind Institution, introduced a class of his pupils to illustrate his method of teaching, and to show the progress which that class of pupils may make. In the evening Dr. Joseph LeConte, of the University of California, gave a lecture on "The universal law of cyclical movement."

Friday, a committee, appointed to wait on General Sherman and invite him to visit the institute, reported that they had received a hearty welcome from the General, and that he greatly regretted his inability to comply with the invitation on account of a previous engagement, at the same time expressing himself very much interested in the educational interests of the State.

The institute then adjourned temporarily, to allow the State Educational Society to hold a session in the hall. After the meeting of the State Educational Society the institute resumed its session. Dr. W. T. Lucky, principal of the State Normal School, addressed the institute upon the subject of the State Normal School, showing its great and growing importance as a training-school for our future teachers. He spoke of the intimate connection between it and the common schools of the State, and of the normal schools of other States. He referred to the positions they occupy, and the good they accomplish. Dr. Lucky's address was well received, and gave evidence of his love for and fidelity to the noble work in which he has been so long and so successfully engaged.

In the afternoon the committee previously appointed, to whom a list of questions had been referred, reported, giving the following answers:

Question. Should drawing and music be taught in our ungraded schools?—Answer. Emphatically, yes.

Q. Should corporal punishment be abolished from our schools?—A. If a teacher can make the school discipline what it *ought* to be without, yes. If not, no.

Q. Ought the teacher in country schools to be required to do outside work for his school, such as looking after absent and truant pupils, urging trustees to do needed work, working up the interest of indifferent parents?—A. No. His zeal in his profession should stimulate him to do it without a requisition from any source.

Q. Ought teachers to introduce illustrations and topics outside of text-books, for the purpose of making recitations more interesting?—A. Yes.

Q. Can a course of study for country schools be wisely prescribed by the State authorities?—A. Yes.

Q. Should the facts in descriptive geography be committed to memory by pupils?—A. Yes.

Q. Are normal schools, as an instrumentality for the advancement of popular education, worthy of the consideration bestowed on them?—A. They are worthy of more consideration than they now receive, and when their merits are appreciated as they deserve, they will receive that consideration in the public mind.

Q. Would it not be well to amend the school law so as to fix a penalty for non-attendance of teachers at county institutes?—A. Yes.

Q. What plan can be adopted by which a free school can be supported in every district of the State for ten months in each year?—A. The committee beg leave to report this question, and refer the matter to the institute for answer.

The last question, having been referred to the institute, was discussed at length by Messrs. Nutting, Godfrey, and John Swett, principal of the Denman School, and then referred to a committee of three, with instructions to report at the next meeting of the institute.

After some further general business, and the passage of sundry resolutions of thanks to parties who had favored the institute, before putting the vote on adjournment, Superintendent Fitzgerald said:

"We are about to close a memorable session of the State Teachers' Institute, a session remarkable for the numbers in attendance, the interest maintained from the beginning to the end, the ability displayed, and the harmony of spirit manifested. I am glad and I am sorry—glad that my arduous duties as your presiding officer are about to terminate; sorry that the pleasant associations of the occasion are to be broken up. We met as friends and co-laborers in the great work of education; we part better friends and better prepared for the work before us. I shall be greatly mistaken if the action of this body does not impart a fresh impetus to the cause of education in California."

## CONNECTICUT STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual meeting of this association was held in New Haven, October 20 and 21, 1870. Exercises were conducted by Hon. Joseph White, secretary of the Massachusetts Board of Education, Professor R. G. Hibbard, H. E. Sawyer, principal of the Middletown High School, I. N. Carlton, A. M., N. C. Pond, esq., Professor B. Jepson, Professor E. Tourjee, S. M. Capron, principal of the Hartford High School, and Miss Emma M. Goldthwaite. The subjects presented and discussed included, among others, the following: Drawing in the common schools of the State; incentives in school government; language exercises, or, practical grammar in common schools; high-school examinations and the direction they give to grammar-school work; relation of parents and teachers; the teacher's moral power, &c.

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# AN AMERICAN UNIVERSITY.

At the conclusion of an address on "The progress of university education," delivered by Dr. J. W. Hoyt, of Wisconsin, before the National Teachers' Association, at Trenton, New Jersey, on the 20th of August, 1869, the following resolution, offered by Professor A. J. Rickoff, of Ohio, was unanimously adopted, to wit:

*Resolved*, That, in the opinion of this association, a great American university is a leading want of American education, and that, in order to contribute to the early establishment of such an institution, the president of this association, acting in concert with the president of the National Superintendents' Association, is hereby requested to appoint a committee consisting of one member from each of the States, and of which Dr. J. W. Hoyt, of Wisconsin, shall be chairman, to take the whole matter under consideration, and to make such report thereon, at the next annual convention of said associations, as shall seem to be demanded by the interests of the country.

A committee was appointed in accordance with the resolution, but, owing to some oversight, official notice of the appointments did not reach the chairman of the committee until so near the date of the succeeding convention that a general correspondence with the members thereof was found impracticable. Accordingly, it was very properly resolved by the committee to make a preliminary report only at the Cleveland convention, and leave it to the association to determine whether they should continue their labors.

Pursuant to this decision, the chairman of the committee, on the 17th of August, 1870, submitted the following

### PRELIMINARY REPORT.

Notwithstanding the many and various uses heretofore made of the term *university*, it may be assumed, without fear of successful contradiction, that the leading offices of a true university are these:

1. To provide the best possible facilities for the highest and most profound culture in every department of learning.

2. To provide the means of a thorough preparation for all such pursuits in life as, being based upon established scientific and philosophic principles, are entitled to rank as professions.

3. To exert a stimulating and elevating influence upon every subordinate class and grade of educational institutions by holding up before the multitude of their pupils the standards of the highest scholarship, and by preparing for their administrative and instructional work, officers and teachers of a higher grade of qualifications than would be otherwise possible.

4. To enlarge the boundaries of human knowledge by means of the researches and investigations of its professors, as well as by the researches and investigations of other advanced minds, encouraged to a greater activity and led to greater achievements by the influence of the university example.

In so far as any institution, whatever its name or fame, fails in the fulfillment of this general mission, by so much does it fall short of the standard of a true university. That these offices of the university are of vast importance is so apparent as not to require demonstration. No people can justly claim to be in the highest sense civilized whose aspiring youths are compelled to turn their backs upon the best-furnished schools of their own country, because they fail to provide the facilities elsewhere afforded, and requisite to a mastery of important branches of study. No government is faithful to the interests of its people that does not, in some way, secure to them equal and the best possible advantages for gaining a thorough knowledge of the principles that underlie the several leading pursuits in life. No nation can possibly maintain a system of popular education worthy of a great and free people which does not place at

its head an institution or class of institutions potent enough, by virtue of its own exalted character, to exert a controlling and elevating influence upon the whole series of schools of inferior rank. No people of intellectual energy and genius may hope for the approval of God and the enlightened portion of mankind which does not make its full contribution to the advancement of knowledge.

If these several declarations as to the mission of the university, and the importance of that mission, be true, then it is a logical conclusion that no competent nation may stand acquitted before its own conscience and the enlightened judgment of the world until it can point to one such center of original investigation and educational power.

It is not deemed necessary in this connection, by a presentation of facts so abundant on every hand, to make proof of the absolutely deplorable condition of higher education everywhere in the New World, and that we have, as yet, no near approach to a real university in America—a statement which no well-informed citizen will venture to deny—a fact freely acknowledged and bewailed by the responsible heads of the very highest of all our higher institutions.

Nor do your committee deem it important to show the relative inferiority of our foremost institutions by mortifying comparisons of them with those intellectual centers, the Universities of Paris, Turin, Vienna, and Berlin—themselves still incomplete in that they simply include the old faculties, regardless of the equal claims of the new professions—each with its grand cluster of some two hundred professors, of whom many are the ablest and most brilliant men of the age, and each provided, moreover, with an array of libraries, cabinets, museums, laboratories, and other auxiliaries, of the vastness and richness of which the struggling student in the American college can have but little conception. Facts upon which such comparisons might be based have long been before the country. It will soon come to be known by our people, and the sooner the better, that in respect of higher education we are about the lowest in the scale of the nations making any pretensions to civilization.

Surely further evidence is not needed of our serious, and, we may now add, shameful deficiency in this regard.

If it be asked whether the conditions necessary to the establishment and maintenance of a true university are found in this country, our reply is, Where else on the earth do they exist if not here? Not in the Old World certainly, where the existing universities, founded, many of them, during the Dark Ages, and all of them more or less in the interest of *class*, would be reformed with great difficulty and only after changes should first have been wrought in the civil institutions and in the very constitution of society itself. But here in America, where only in all the world just ideas of fraternity and equality have place and are kindly cherished; where the elements of society and of all classes of institutions are yet plastic; where there are no crystallized, much less fossilized, educational systems to be overturned and got rid of; where, on the other hand, there is an open field and a hopeful groping for the right way; nay, more, where individual philanthropists and both State and National Governments are ready with vast resources, growing vaster every day, to join in the work of laying its deep and broad foundations, what hinders that here we begin at once the upbuilding of a university commensurate with the greatness of our country and the needs of the times?

In the early history of America the circumstances were a sufficient excuse for low standards of general and professional education. But the period of infancy and poverty has been passed. We are at this moment a rich and powerful nation. Moreover, the opinion is coming to be universal that this is a nation of great destinies. And who that looks at the democratic character of our institutions, reared as a sublime example in the face of all the doubting and jealous nations of the world; at the strange heterogeneousness of a population gathered from every clime under heaven, speaking in all the babbling tongues of earth, bound together by no common bond of historic associations, and cherishing the most diverse and conflicting views of social, religious, and political institutions; at the undeveloped resources of a territory already vast, and yet increasing with a rapidity that promises, within the lifetime of the coming generation, to embrace the entire continent; at the unparalleled activity and resistless energy of this wonderful mosaic of peoples, destined, ere the close of this century, to number one hundred millions—who, that looks at all these conditions of national life, can resist the conviction that we have indeed a sublime mission to fulfill, and that we have need even now of a keener and more far-seeing intelligence; of a profounder knowledge of the sciences, material, intellectual, social, and political; of a more substantial, all-pervading virtue; in short, of a deeper, higher, and more comprehensive culture than the world has hitherto seen or even recognized as essential to any of the other great nations, past or present?

Language is powerless to convey an adequate idea of the rapidity with which the thoughts, tendencies, and purposes of the American people are all the while forming, changing, and shifting to adapt themselves to new exigencies. The very elements, social and political, are in a ceaseless ferment. Circumstances and conditions, which the most sagacious fail to anticipate, are daily arising to test the intellectual power and conscience of the nation. We repeat it, no nation had ever such need of discip-

lined mind to lead in the development of its resources and to guide its intellectual energies; none such need of moral power to correct its necessarily strong material tendencies and steadily hold it up to a noble and lofty ideal.

If, therefore, it is in truth, as we have assumed, one important office of the university to supply such discipline and such correcting and elevating power, what stronger argument could be framed for the founding and liberal sustaining of one such institution in this country high enough in range to meet the demands of the most exalted ambition, and broad enough to answer the needs of every profession?

We could hardly hope for more than one at least for a long time to come, for it must needs be supplied with a multitude of able professors, covering not only the whole range of letters, pure science, and philosophy, together with the several fields of the time-honored professions, but also the yet more numerous and, for a time, more difficult ones of the new professions; a great and choice library, such as this country does not yet possess; and a large number of thoroughly furnished laboratories, museums, and other costly scientific establishments. But then one such university in America would at once become a power, influential alike in furthering and directing our material development, in elevating the character of all the lower educational institutions of the country, and in awakening and sustaining higher conceptions of both individual and national culture; thus helping us, by a happy combination of our own more than Roman energy and religious faith with the grace and refinement of the Greek civilization, to become a nation fully worthy of the future that awaits us.

It would do more, vastly more than this. It would supply to all lands a most important need of the times, a university placed under the benign influence of free civil and religious institutions, and sublimely dedicated to the diffusion and advancement of all knowledge. Students of high aspirations, and even ripe scholars of genius, would eventually flock to its halls from every quarter of the globe, adding to the intellectual wealth of the nation should they remain, or bearing with them scions from the tree of liberty for planting in their native lands. And thus America, already the most marvelous theater of material activities, would early become the world's recognized center of intellectual culture as well as of moral and political power.

It is not assumed that this ideal is capable of realization within a single year, nor in ten years; for if the pecuniary means were at hand, the maturing of wise plans, the preparation of teachers through protracted foreign study, and the labor of organization and material establishment would require at least one decade. It would be a glorious consummation if on the one hundredth anniversary of our national independence it should even be permitted us to announce to the world that the first great steps insuring the early establishment of the long-hoped-for American university had already been taken. The ideal here presented in rude outline, or some other more perfect ideal, *is* capable of realization; and, in the things of intellectual culture and social advancement, whatsoever is possible, that it is the moral duty of the individual, society, or the Government, or these several forces combined, to undertake.

Whether the institution contemplated should be an entirely new one, founded in a new place, or whether some one of the few institutions that have already made such noble beginnings of high educational work should rather be made the nucleus around which the earnest friends of university education of every section should rally for its upbuilding; whether it should be what the Italians mean by a *free* university, or whether the Government, State or National, should have part in its management—these are questions upon which there must necessarily be differences of opinion.

But be the diversity of views as to the precise character of the institution, the place of its location, and the mode of its constitution and government what it may, upon the primary question of whether we will have a *university* in America *somewhere*, and at the earliest possible day, there should be no difference of opinion.

There is one other question, moreover, that may be settled now. It may be safely assumed in advance that the founding and endowing of the institution is a work in which it will be necessary for the citizen, the State, and the General Government to unite; for it will cost millions of money, and require the careful guidance of the wisest scholars and statesmen the land can afford. And who doubts that all these forces—the people, the State, and the National Government—will respond if the scholars, the active laborers in the cause of education, and the leading statesmen of the country, with one voice demand it?

When, a few years since, the men of *work* asked help of the nation for the endowment of schools for the benefit of agriculture and the mechanic arts, the Government, with a liberal hand, gave for this noble object ten million acres of the public domain, to which the individual States and great-hearted men have added no less liberal means. How much more then, proportionally, will our statesmen in council and liberal patriots yield for the foundation and maintenance of *one* great central institution, to be established in the interest of every profession and all classes of schools; of a profound and universal culture; of a more perfect intellectual and social development of the whole body of the nation, in the interest of liberty and universal man!

In the opinion of your committee, the attention of the association has not been

called to this subject a moment too soon. The trial of its political institutions through which the American nation has just passed; the manner in which the necessity for education as the only guarantee for the perpetuity of those institutions has just been burned into the national consciousness; the pressing demand made by our material and social conditions for the best educational facilities the world can furnish; and the fast accumulating evidence that America is surely destined to a glorious leadership in the grand march of the nations—all these constitute an appeal to action which it were criminal to disregard. The necessity is great. The country and the times are ripe for the undertaking.

The questions that remain for our discussion relate to the very important subject of definite ways and means. For the proper consideration and satisfactory solution of these, your committee have found it necessary to pray for an extension of the time allotted them.

Respectfully submitted.

J. W. HOYT, *Chairman.*

In compliance with the request of the committee, further time was granted, in the hope that at the next annual convention they will be enabled to submit a plan for an organized movement looking to the early establishment of some such institution as the one foreshadowed in their preliminary report.

The committee consists of the following gentlemen: Dr. J. W. Hoyt, chairman, Wisconsin; Hon. N. B. Cloud, Montgomery, Alabama; Hon. Thomas Smith, Little Rock, Arkansas; Prof. W. P. Blake, San Francisco, California; Hon. B. G. Northrup, New Haven, Connecticut; Prof. L. Coleman, Wilmington, Delaware; Hon. C. T. Chase, Tallahasse, Florida: ——— ———, Georgia; Hon. Newton Bateman, Springfield, Illinois; Hon. B. C. Hobbs, Indianapolis, Indiana; Hon. A. S. Kissel, Des Moines, Iowa; Hon. P. McVickar, Topeka, Kansas; Hon. Z. T. Smith, Frankfort, Kentucky; Hon. T. W. Conway, New Orleans, Louisiana; Hon. Warren Johnson, Augusta, Maine; Hon. M. A. Newell, Baltimore, Maryland; Hon. Joseph White, Boston, Massachusetts; Hon. O. Hesford, Lansing, Michigan; Prof. W. F. Phelps, Winona, Minnesota; Dr. Daniel Read, Columbia, Missouri; Prof. J. M. McKinsey, Peru, Nebraska; Hon. A. N. Fisher, Carson City, Nevada; Hon. Amos Hardy, Concord, New Hampshire; Hon. C. A. Apgar, Trenton, New Jersey; Hon. J. W. Bulkley, Brooklyn, New York; Hon. S. S. Ashley, Raleigh, North Carolina; Prof. A. J. Rickoff, Cleveland, Ohio; Rev. Geo. H. Atkinson, Portland, Oregon; Hon. J. P. Wickersham, Harrisburg, Pennsylvania; Hon. T. W. Bicknell, Providence, Rhode Island: Hon. J. K. Jillson, Charleston, South Carolina; Rev. C. T. P. Bancroft, Lookout Mountain, Tennessee; ——— ———, Texas; Hon. J. S. Adams, Montpelier, Vermont; Hon. Wm. H. Ruffin, Richmond, Virginia; Prof. Z. Richards, Washington, District of Columbia.

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## SOCIETY, CRIME, AND CRIMINALS.

Under this heading Rev. Fred. H. Wines contributed a recent article to the New York Independent, giving some account of the proceedings of the late meeting at Cincinnati, called "The Prison Congress," or "National Congress on Penitentiary and Reformatory discipline." This began its sessions on the 12th of October, and continued until the evening of Tuesday, the 18th. There were 230 delegates present, from twenty-two States of the Union, including Maine, California, and South Carolina; and among them were two governors, (Hayes, of Ohio, and Baker, of Indiana,) one ex-governor, (Haines, of New Jersey,) fourteen wardens, twenty-three superintendents of reform schools, fourteen chaplains, five prison surgeons, and four matrons. There are in the United States forty State prisons, twenty-five houses of correction, and thirty reform schools. These were all very fully represented. Two social science associations, and six State boards of charity sent representatives, and ten governors who could not be present sent deputies.

Hon. Speaker Blaine being unable to carry out his engagement to preside over the congress, by the death of his friend and neighbor, Governor Cony, Governor Hayes was chosen permanent chairman, and Rev. Dr. Peirce, of New York, Z. R. Brockway, of Michigan, Rev. A. G. Byers, of Ohio, and Rev. Joshua Coit, of Massachusetts, were chosen secretaries; and Charles F. Coffin, of Indiana, treasurer.

There were thirty-two different papers read, and more or less fully discussed. These, as we understand, will all be published in book form, together with a synoptical report of the discussions. The points eliciting most debate were: The comparative merits of the congregate and family systems in reformatories; the effect upon reformation of aiming at the highest pecuniary results in prisons; the principle of indeterminate sentences—*i. e.*, of sentences of imprisonment until reformation; the admission of women to labor among male prisoners for their reformation; the Irish system, especially

the ticket-of-leave; the comparative efficiency of prison restraint—with or without walls; and the responsibility of parents for the full or partial support of their children when in reformatories.

There was a very general concurrence of opinion as to the true principles of prison discipline; all agreed that the true end of discipline is the diminution of crime, and the reformation of the criminal; and that reformation cannot be secured by any single instrumentality. The spirit of the meeting was warm, earnest, unselfish, resolute, with an utter absence of sectarian or partisan feeling, well illustrated by the incident of a Quaker reading the essay of an absent Roman Catholic. A platform was adopted, which is to be scattered over the country in the newspapers and in tract form.

The most salient of the principles of this platform relate to the reformatory character to be impressed on prison discipline; the progressive classification of prisoners, based on character; the evils of political appointments, and of fluctuating administration; the professional training of prison officers; the substitution of reformation for the time sentences; the injurious effect of degradation as a part of punishment; the necessity for industrial training in prisons; and the supreme necessity of a central authority sitting at the helm, guiding, controlling, unifying, vitalizing the whole.

On motion of Governor Baker, it was decided to organize a national prison association, and a committee of eleven was appointed to prepare a plan of organization, and to secure the passage of an act of incorporation. The committee are Governor Hayes, of Ohio; Hon. James G. Blaine, of Maine; Governor Baker, of Indiana; ex-Governor Haines, of New Jersey; Hon. Theodore W. Dwight and General Amos Pillsbury, of New York; F. B. Sanborn, of Massachusetts; Z. R. Brockway, of Michigan; Charles F. Coffin, of Indiana; Hon. G. W. Welcker, of North Carolina; and Dr. E. W. Hatch, of Connecticut.

The national association will make the necessary arrangements for the international congress on penitentiary and reformatory discipline, which it was decided to call to meet, probably in London, in 1872.

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## THE CHINESE MIGRATION.

The Chinese migration to this country is now presenting to every considerate mind problems of the most engaging interest. Its political and moral aspects especially command the earnest attention of the statesman and the philanthropist. The movement has the appearance now of being but germinal; it is diminutive, almost insignificant, so as to escape the observation of the mass of men; it yet gives the promise of swelling into dimensions, and branching out into relations of the grandest and most vital importance. The little rill just rippling from the fountain, it may now by gentlest touches of kindness and wisdom be turned in directions, where it shall irrigate and nourish our most precious possessions, while, if it be left to itself, it may prove in its coming volume and strength to be mighty only to desolate and destroy. It is none too early to turn toward it the most careful observation and the wisest forecast. What are the facts which it presents and with which we have to deal in solving the great problems it brings to us? what are the results which should be aimed at in dealing with it? and what is the method of attaining these results? These are the three leading questions demanding careful consideration from every American citizen and philanthropist.

### I.—FACTS TO BE DEALT WITH.

The first thing that arrests the attention in this movement is its *prospective magnitude.*

#### NUMBERS OF CHINESE IMMIGRANTS.

The federal statistics exhibit the character of this immigration up to the present time in the following particulars: The arrivals returned are in 1820 to 1830, ten years, 3; 1831 to 1840, ten years, 8; 1841 to 1850, ten years, 35; 1851 to 1860, ten years, 41,397; 1861 to 1868, eight years, 41,214; 1869, one year, 14,902; 1870 to June 30, six months, 7,347.

The aggregate of arrivals thus returned is 105,744. If from this total of arrivals there be deducted the number of deaths and returns to China, it would appear that there were considerably less than 100,000 Chinamen in the country on the 30th of June last.

The rate of increase of immigration may be more definitely estimated from the numbers returned for each of the last four years ending June 30, which were, in 1867, 3,519; in 1868, 6,707; in 1869, 12,874; in 1870, 15,740.

The immigration has been chiefly of males. But the returns for the later periods show a noteworthy increase in the arrivals of females. In the year ending June 30,

1867, there were only eight, and all of them in Boston and Charlestown, none in the Pacific ports. In 1868 the whole number was 46; in 1869, 974; in 1870, 1,116. The total of arrivals of females reported to June 30, 1870, is 2,144.

In regard to occupation, the returns for the year ending June 30, 1870, exhibit the following facts: Physicians, 6; carpenters, 71; stonecutters, 14; mechanics, (trade not stated,) 14; bakers, 3; barbers, 7; tailors, male 16, female 11; cooks, (male,) 42; farmers, 733; interpreters, 4; laborers, 12,782; merchants, 43; peddlers, 2; sailors, 8; occupation not stated, 11; without occupation, 1,973; total, 15,740.

### CHARACTER OF IMMIGRANTS.

In regard to character and condition, no exact information is attainable. We may believe, however, that the earlier immigrants would be the worst specimens of the race. They came mainly from the southwestern coast of China, where morality and stability are reported to be at a lower standard than elsewhere; where, indeed, the fortune-seeker, the profligate, the exile from home, the ruined in fortune and in character, most congregate. Yet, in addition to the uniform testimony of those who have had the best opportunities for observation that they are for the class more sober, more industrious, more orderly and faithful than the same class from European countries, we have the following facts well attested in regard to their intelligence which are worthy of careful attention. Of the Chinese in North Adams all can read and write their own language. On the Pacific Railroad every Chinese laborer, so far as known, was also able to read and write. Of the Chinese in San Francisco, by the recent census it appears that all can read and write their own language, while there are 7,658 foreigners who can neither read nor write. Of these, 6,882 are from Ireland; 248 from Italy; 283 from Mexico; 40 colored from the Southern States; 29 from England. Of native Americans 9 are returned as unable to read and write.

### RESIDENCES OF IMMIGRANTS.

Of the distribution of the Chinese, accurate intelligence is as yet unattainable. The recent census in San Francisco returns 9,777 males and 2,040 females, or a total of 11,817 Chinese in a population of 150,361. Nearly all the Chinese females in the country are in San Francisco or the immediate vicinity. Some thousands of male Chinese, it is understood, are employed on the Central Pacific Railroad. There are many mining camps made up chiefly of Chinese. They also constitute the majority of the population in some towns and villages in the Pacific States, as also in some silk, tea, and cotton plantations. Ninety-five males are employed at North Adams, Massachusetts; 68 at Belleville, New Jersey; 167, all males, are reported as having arrived at New Orleans in the year ending June 30, 1870. In Oregon 2,304 males, 51 females are returned for the four years ending June 30, 1870; in New York 70 males, 9 females; in Philadelphia 13 males. The number now in New York is estimated to be 200, only two or three being adult females, "exemplary mothers of families." These, it is reported, all came from Havana. A large portion of these are cigar-makers and earn large wages; there are some candy-makers, jewelers, and bakers; a majority, however, are house servants. A good proportion have intermarried with native or naturalized whites. The use of opium was two years ago well-nigh universal among them; but reformatory labors have effected a prohibition of its use in a majority of the houses, and many have been reclaimed at the hospitals.

### CHINESE COMPANIES.

In San Francisco the Chinese have united themselves into associations for mutual help and benefit, organized after the pattern to which they had been wonted in their native country. The specific objects of these "companies" are stated to be "to improve the life of their members and to instruct them in principles of benevolence." Membership is voluntary. Dr. Speer, who took especial pains to ascertain the true character of these "Chinese companies," regards them as "institutions which have no parallel for ability and philanthropy among the immigrants from any other nation or people to our wide shores." Their funds "are not used for mercantile purposes or to obtain revenue." They are simply mutual aid societies. One of them reports to Dr. Speer that the total membership in it from the beginning is about 16,500. Of these perhaps 3,700 have returned; more than 300 have died; 3,400 separated last year to form a new company; and about 9,200 remain in California. They do not appear to be directly engaged in promoting emigration from China; have of course nothing to do with any importation of men in servitude of any kind; but are purely philanthropic organizations.

### PROBABLE INCREASE OF IMMIGRATION.

It is, however, the stupendous proportions of the future of this migration which most forcibly arrest the attention. The great facts on which this future may reasonably be

forecast and measured are, first, the immensity of the supply, and particularly as set over against the vastness of the demand. The source of supply is oceanic; the basin into which it naturally settles, under the great law of supply and demand, is continental. A homogeneous people, numbering over 400,000,000, writhing under the distresses of repletion, have found an outlet, a way of escape and deliverance, into a broad and goodly land. They are characteristically adventurous, and, while patient under difficulties, yet persistent and steadfast of purpose. "We can spare," said a Chinese missionary, "40,000,000 of laborers, and shall not feel it in China." The tide of human migration, in its eastward course, has reached its bounds in the Old World; it stays on the Pacific coast only as an ever-rolling, ever-swelling stream at a dam, ever accumulating volume and purpose. It is in the clear intent of Providence that sooner or later, in quiet current or in bursting flood, it pour itself into the open, empty basin of the American continent.

### HINDERANCES TO EMIGRATION IN CHINA.

There is little in the circumstances or in the disposition of the Chinese to withstand this movement of population toward its equilibrium. The southeastern parts of China, from which the emigration chiefly moves at present, are so densely populated that it is difficult to obtain the means of subsistence. It is here, mainly, that infanticide prevails—an acknowledged immorality, an enforced necessity. The filial sentiment of affection and respect toward ancestors, in cases where, from want, the life of a dependent parent or child must be sacrificed, desperately saves the old and lets go its hold on the child. It is not want of natural affection, but hard necessity, which is the source of Chinese infanticide. The want of food, even where there is not absolute starvation, as is often the case, occasions disease and protracted suffering and premature death, and frequently terrible pestilence. The stern, driving law of self-preservation enforces the natural method of relief by migration.

Although not properly to be regarded as a migratory people, the Chinese yet are wanting in that powerful sentiment which so characterizes some races—love of country. The love of home and of family in the Chinese takes the place of the love of country and of nation in other peoples. It is a most noticeable fact that the Chinese are still properly to be placed in the patriarchal, tribal stage of development; they have not reached the stage of nationality. Rebellions, revolts against the national authority when deemed oppressive, hence, are of the commonest and most customary occurrence. Their religion is predominantly ancestral; their most sacred places are the depositories of ancestral remains. To be gathered with their fathers in the world of spirits is the governing religious aspiration. The government itself is characteristically patriarchal, and political as well as religious institutions—indeed, the social life generally—bear this family stamp. Removal of family goods, of ancestral remains, and tablets carries with it what elsewhere assumes the form of local attachment, and place, country, is left without regret. In natural correspondence with this family sentiment, as displacing proper national feeling, love of country, and attachment to native soil, is the universal worship paid to the kitchen god, the household divinity of China, which has no local abode, no temple, no fixed place, but is represented only on paper, that is burned every year to represent its departure to the spirit land, and is replaced by a new engraving to mark its return.

The great hinderances to migration, consequently, arising from political and religious associations, and consisting in attachments to native land, and the social bonds of a true nationality, politically and religiously organized, are relatively weak or entirely wanting among the Chinese, and the pressure from overcrowded population finds its check not in the national but only in the proper family associations. Let but the integrity of the family life be maintained secure, let but the ancestral remains, the ancestral images, and tablets, the monuments and representatives of the dead, together with the living membership of the family, be assured safe conveyance and safe transplanting, and the repugnance to expatriation is so weakened that it is easily overborne by the pressure of want.

### DEMAND FOR LABOR IN AMERICA.

While China thus presses, America invites; a territory vast as China itself remains unoccupied, except by roving tribes subsisting on game and fish, and wild vegetable products. An area capable of absorbing the entire population of China proper, now desert, craves occupancy by civilized men—by men that in fixed settlements will till the soil and cultivate the arts. The earth was made to be occupied and improved by man; the human race has, since the great epoch of the dispersion, been under orders to spread and occupy. The sentiment of the American people has been, from the first, in harmony with this great providential ordering. Its language has been that of Henry: "Encourage emigration, encourage the husbandmen, the mechanics, the merchants of the Old World to come and settle in the land of promise; make it the home of the skillful, the industrious, the fortunate, and the happy as well as the asylum of

the distressed; fill up the measure of your population as speedily as you can." The wants of the country for men are still as great as they were in the times of Henry. We have a vast territory to be occupied; we have a vastly extended field of industrial wants to be filled. There is a special adaptation in the extent and character of these wants to the numbers and character of the Chinese people. We have a desert territory capable of sustaining a population of hundreds of millions to be subdued and tilled and made productive. The Chinese are most expert and successful tillers of the soil; industrious, economical, patient. We have boundless mineral tracts to be developed and wrought. The Chinese have proved themselves successful miners, working on contentedly where the more grasping, more wasteful, more restless American has abandoned his work. We have experienced these last few years a lack of seamen, and a difficulty of procuring men at moderate prices has crippled our commerce. The Chinese have proved themselves excellent seamen, and are now extensively employed as such on the Pacific coast. We have vast public improvements to be constructed. The Pacific States, the great central Territories, and the Mississippi Valley, to say nothing of the Eastern States that are still devising and promoting new works everywhere to supplement and perfect their facilities for inter-communication, are to have soon most gigantic systems of railroads, of which we hardly see as yet the rudimentary outlines. The Chinese have proved themselves, in the construction and operation of the Pacific Railroad, the best of laborers, quiet, orderly, industrious, and every way satisfactory to their employers; indeed, the most satisfactory class of laborers in this department of labor yet tried on our continent.

Our manufacturing enterprises, particularly in the Pacific and Mississippi Valley States, are needing laborers at less cost than can now be obtained, in order to compete with foreign production; the Chinese have met this want with most emphatic success. When the Pacific Railroad brought production on the Pacific coast into more direct competition with the eastern, it was found impossible to continue operations, not too lucrative before, except at a loss; the introduction of the cheaper Chinese labor brought deliverance. The Chinaman has been found to be apt to learn and faithful to practice in these manufacturing industries. Even in the remote East, as at North Adams, in Massachusetts, and at Belleville, in New Jersey, the problem of initiating him into our peculiar mechanical employments has proved thus far successful and encouraging.

In like manner on southern plantations and on northern farms, as well as in universal household work, there is a great want and an ever-swelling demand; for these employments as for others the new race has recommended itself everywhere, in the exhibition of those qualities which are chiefly required of capacity and fidelity as well as in the matter of economy and cheapness. The Chinese are expert in agricultural employments, capable of patient toil, careful, saving, trusty; and, in the household, docile quiet, neat, prudent, faithful, economical. In the mining camps of the Pacific States, as in the new settlements on railroads, the Chinese are the preferred cooks and laundrymen, even where cost is disregarded.

In short, the immense and importunate demand for labor in our country finds in this immigration its satisfactory and abundant supply. If left to itself, it is most apparent that this immigration must come in in a steadily swelling flood, which, regarded in its immensity simply, is absolutely appalling. China could spare millions a year for years to come without feeling the loss except in the sense of relief; and America can absorb these millions, so far as sustaining labor is concerned, with no sense of repletion.

## CHECKS TO IMMIGRATION.

The question arises just here, what now shall limit this threatening inundation of alienism and paganism? There are the general providential checks that hamper all excessively impetuous movements among men. The Chinese must first hear of the new land and of the possibilities of his obtaining support there. He must preserve the means of transportation. Ships must be built. Agencies must be established. Fields of employment must be found. These all are natural or general providential checks which will to a greater or less degree give steadiness and moderation to the movement.

## GOVERNMENTAL ACTION.

But there are positive artificial checks, so to speak, operating or may be expected to operate more or less. There is the direct interposition of government. In 1862 the atrocities of the so-called coolie trade, chiefly directed to Peru, Trinidad, and Cuba, occasioned the act of Congress of February 19, of that year, prohibiting under heavy penalties the transportation of "inhabitants or subjects of China known as 'coolies,'" "for any term of years or for any time whatever, as servants or apprentices, or to be held to service or labor." The term "coolie" properly denotes simply a laborer; it has acquired its opprobrious use only from its associations with the flagitious proceedings connected with the trade mentioned to Peru and the West Indies, which are to be paralleled only with those of the African slave trade. The act of 1862 accordingly pro-

hibits absolutely all transportation of Chinese laborers under whatever pretext or in whatever way "to be held to service or labor;" but expressly excepts, however, from its prohibition all free and voluntary emigration of any Chinese subject, provided a permit or certificate is procured from a consul, or consular agent, containing name and setting forth the fact of such voluntary emigration. This act also extends the provisions of the act of February 22, 1847, regulating carriage of passengers in merchant vessels. This wise and humane legislation effectually broke up all the flagitious coolie traffic in American vessels, and prevented its extension to this country.

In 1866 the Chinese government, hitherto opposed to emigration, consented to allow it under certain restrictions and conditions in a convention primarily made between the Chinese, British, and French authorities, but extended and applied to all American traffic. This convention furnishes the fullest and wisest protection to the emigrant in leaving China, in his transportation, in his labor and wages abroad, and in his return home, that perhaps governmental interposition and supervision can secure.

Further, the thirteenth amendment to the Constitution prohibiting slavery and involuntary servitude, and the fourteenth amendment declaring who shall be citizens and prohibiting any abridgment of the privileges or immunities of citizens, or the denial by any State "to any person within its jurisdiction the equal protection of its laws," while opposed to all introduction of Chinese which shall be subject to oppression or any kind of servitude, yet in their general tendency and effect are protective and favorable to immigration. The State legislation which oppressed the Chinaman by excluding him from our courts as a witness or as a party except as a delinquent or a culprit, was annulled by these humane ordinances of the General Government.

Nor can we reasonably expect that any new governmental action will be interposed to hamper or hinder this emigration. The Chinese government will not in any rational probability reverse its whole tendency to a free intercourse with foreign nations which has so wonderfully characterized its course for the last thirty years. By the treaty with Great Britain, of August 29, 1842, to which it was constrained after an unsuccessful resistance, and by that of 1844 with the United States, ports were opened for foreign trade that had hitherto been entirely closed; and in the Anglo-French invasion of 1858 treaties were wrung from the Chinese government that effectually demoralized their old wall of exclusiveness, and that mark a new epoch in its history. It had now learned that there were mightier powers, a better civilization, higher intelligence, more advanced arts, a richer culture every way among the long despised barbarians; and it now began to seek a freer intercourse and traffic with the western nations, and also to further the introduction of their arts and sciences. It is apparent that America is with the Chinese the favorite country, preferred before all the other western nations. It has been always made to share in all the privileges accorded to other nations, and besides has secured for itself special preferences. The singular honor was conferred on an American to introduce China into the circle of civilized nations, and establish a permanent diplomatic intercourse. The imperial college, instituted in Peking, to instruct the Chinese in foreign science and arts, is placed under the presidency and general management of an American scholar and philanthropist. Although such a revolution from the old exclusiveness of China and hatred of foreigners might naturally be expected to occasion here and there outbursts of opposition among a people characteristically conservative and jealous of change, there cannot reasonably be anticipated any such reversal of the new policy as shall work a hinderance to the current of emigration to this country.

Nor should we anticipate any such hinderance from our own people. To oppose this immigration by legislation, direct or indirect, would be to contradict all the antecedents of our history and the characteristic spirit and sentiment of our people, never more emphatically and decisively pronounced than in the last few years. The principle of *no caste* has been finally adopted and established in America, as it has ever prevailed in China. So long, accordingly, as we invite to our shores all in Europe who would improve their condition, we must keep unobstructed the channels of immigration from Asia. Certainly we cannot retrace our steps by breaking up in the interest of exclusiveness the treaty with China, ratified by the United States Senate, July 16, 1868, which guarantees reciprocity of rights in regard to trade, residence, and education.

### POLITICAL BEARINGS OF THE IMMIGRATION.

Nor can any reasonable opposition arise from any quarter. We have nothing to fear from a migration of Chinese that shall be left open and be unobstructed except by those general checks which Providence ordains shall rise of themselves to moderate whatever is impetuous and excessive in the movements of the race, in regard to any pernicious effect such a migration might have on our political integrity and purity. We are to bear in mind in estimating this political effect that the Chinese are, as already observed, properly still in the family stage of development, and have not yet attained the proper spirit of nationality. The Chinaman on his arrival in this country accordingly manifests little disposition to enter into our political life. Thus, al-

though by the unjust legislation of California, he is subjected, if he engages in mining, to an onerous tax, from which he would be exempt simply on condition of becoming naturalized or declaring his intention to become a citizen, it is not known that he has ever availed himself of this mode of obtaining exemption. At this germinal stage of the migration, then, there is no ground to apprehend a dangerous incursion of Chinese voters, even if partisan zeal should here and there override or evade the legislative safeguards to naturalization and admission to citizenship. We need only to look forward to that stage, which may indeed be near at hand, when the Chinaman, satisfied that he can be secure in family settlements, shall bring over his ancestral memorials and fix himself permanently in the country. In estimating the possible evils from such an inundation of Chinese voters in the future we must bear in mind that the Chinaman, who, in his own land, is a stranger to the social inequalities which feudalism so firmly rooted in European civilization, comes to us in hereditary sympathy with the political equality which is the glory of our land. He comes habituated in all his past life to feel that the high places in government are, out of the imperial circle at least, open to all alike—to the most obscure or to the most eminent in social condition—and are reached only by long training and the most exact and thorough competitive examinations; that political distinction comes surely and solely to merit, carefully and impartially ascertained.

### INDUSTRIAL OPPOSITION TO IMMIGRATION.

More formidable, if not more unreasonable, is the opposition to the free admission of the Chinese that may spring from industrial interests. This opposition has already manifested itself in loud denunciations against the cheapening of labor threatened in such a large influx of foreigners. Doubtless this hostility, which has been active and violent in some quarters, has operated as a partial check, rather indirectly than directly, to immigration. But it should be borne in mind in estimating the force of this opposition that, as being against all reason, it cannot be either lasting or very effective. It comes chiefly from men who have themselves profited by their free admission to the open hospitalities of the land, and so with an exceedingly ill grace. It is against nature, against the spirit of our people and all its antecedents, against the true interests of our national prosperity. It is but another form of the old narrow-minded hostility to the introduction of labor-saving machinery. We acknowledge its own unreasonableness in the unsoundness of the reasons it urges. To cheapen production is not necessarily to cheapen labor. The substitution of machinery and of animal force for human labor has ever worked, in the long run, to the benefit of the laborer, as it has both cheapened the cost of the necessaries of life and also opened fields of more remunerative employment. The allegations of ignorance and incompetency are disproved by the successful competition of the Chinese in every department of industry, in navigation, in mining, in railroad construction, in agriculture, in superintending machinery, in the family occupations of the laundry and the kitchen, in the common mechanic arts, as of shoemaking and tailoring, and also in mercantile employments. If, indeed, the Chinaman were no more intelligent than a brute, there is no more reason for opposing his importation than for opposing the importation of camels If he be in truth a man, and brings intelligence and reason with his manual force, there is certainly still less ground of objection.

This industrial opposition, which is not a legitimate outgrowth of our national spirit, and is essentially selfish and short-sighted, can work save only locally and exceptionally. The very laborer who has ignorantly been led away into the fiercest hostility to Chinamen willingly accepts them when they come to do the more menial work and drudgery of his own calling. In this way, in fact, we see how the difficulty disappears; how the labor problem is to be quickly solved. The Chinaman takes the lower place, the more repulsive, the less remunerative work, to the glad relief of the white man, who is thus lifted to a higher plane of social condition. In solving this problem it must not be forgotten that the Chinaman is just as eager to improve his condition as any other man; just as earnest to obtain the largest remuneration possible, and, accordingly, just as earnest to keep up the rewards of labor to the highest mark.

This industrial opposition to the immigration of the Chinese must hence be regarded as against all reason and the true interest of our people, and consequently as only temporary and ineffectual. Combinations to resist the employment of the Chinese have in fact been forced to give way after the briefest struggle, and the momentary damming up has been followed by a larger, freer flood.

### DANGER FROM INTRODUCTION OF PAGANISM.

Still another check may be apprehended from those who tremble at the thought of the introduction among our people of so much paganism and superstition. The existence of idolatry, or of ignorance and immorality, is certainly an evil to be deplored anywhere. But it is not diminished in amount by being simply transported to other

shores; and if it can be here more readily encountered and remedied, the truly philanthropic moralist and Christian will not object to its coming to us. Certainly there is little danger of its infecting our native population; little danger of its spreading at all among us. Who ever heard of an American convert to Chinese Buddhism? We do hear of conversions from our own people to Mormonism; yet a flood of ignorant, fanatical Mormons from the dregs of European life is pouring in upon us, and swelling the pool of Mormon organized society, with no disturbance of pious tranquillity and confidence. But it is proved that the Chinaman easily drops off his superstitions and his idolatries. He readily puts himself under Christian tuition; he freely accepts Christian teaching. No class of people offers so hopeful a field of Christian labor as the Chinese among us. They are without difficulty gathered into Sunday schools; they receive without cavil Christian instruction; they become Christian converts; they enter with true Christian zeal into the work of spreading the truth among their countrymen, both here and in their own land. An enlightened philanthropy and piety should, hence, rather encourage than hinder their coming among us. That the Christian civilization and culture of this country is to array any opposition to the free influx of the Chinese is, therefore, not to be anticipated.

This rapid survey of the causes which may be thought to work as serious checks to the free immigration from China shows that direct opposition and hinderance will probably effect little; the effective checks will lie in the want of facilities for transportation and in the ordinary hinderances to removing of households and to procuring of satisfactory employment. It is reasonably to be anticipated that in the future more comparatively will arrive with the purpose of permanent residence. The past successes of employers will invite to other arrangements for Chinese labor on railroads, in manufactories, in mines, on plantations, and for household service. The success, too, of the Chinese agricultural enterprises for the production of silk and cotton and tea will lead to the multiplication of these enterprises; and all such permanent locations of Chinese communities will invite immigrants. The increased intercourse between those that are here and friends at home will naturally facilitate emigration. Every view indicates a steady and rapid increase, while yet no facts or reasons in the case enable us to fix any limits to the immigration within hundreds of thousands a year. It is to this possible, not to say most probable, vastness of the element with which we have to deal that both political and philanthropic policy and effort should be addressed.

## II.—RESULTS TO BE ARRIVED AT.

This incoming element, then, which must either greatly hamper or greatly help our national prosperity, which, perhaps we should say, must either overwhelm and smother, or immeasurably enlarge and enrich our political and social life, is to be controlled, not checked; and we cannot too carefully and steadily keep before us the definite end to which all the particulars of this control should be directed. It is, in a proper sense perhaps of that expression, but a high peculiar sense, to be utilized. It is to be utilized after the laws of its own nature—after the principles of rational freedom in the most exact reciprocity of duty and privilege. It is to be assimilated to our own life and incorporated into it. The thorough Americanization of this new element is the comprehensive result which all political and individual endeavors in regard to them should seek. It is to be assimilated to the highest, completest form of our civilization, as intelligent, free, Christian.

It will prove a terrible pest and bane if it be allowed to have a place in our social system only as a foreign element, as fungous or parasitic, China has never known caste; America knows it no more. The institutions of both countries alike repel and abominate it. Only the greed or the tyranny of individuals, or of communities among us, can, and then only in spite of our fundamental laws and in audacious resistance to them, make a servile class of these immigrants; and the true way to prevent this result is not to stop back the stream, but arrest the iniquity that would poison it. Full and exact equality of social duty and privilege is the fundamental principle of all true and wise policy in the treatment of immigrants to our shores. The indispensable condition of our highest national well-being is the organic membership of all the races, all the kindreds, all the families, all the individuals dwelling among us, so that each shall minister and be ministered to, nourish and be nourished by, all the rest—one common pulsation beating through every element in our system.

Nor need any alarm be taken from outcries against the horrors of "amalgamation" and "miscegenation." These are mere bug-bears, invented by political cunning to frighten silly men, who do not understand that the freedom of our life and institutions assures, in the main, that social connections and alliances will be between parties best suited to each other, and therefore that public morality and decency will not be shocked by unseemly unions. At all events, history shows that whatever evil of this kind may arise, it is sporadic and exceptional, and can only be aggravated by governmental interference.

Chinese civilization has much that is in common to what is peculiar to American as distinguished from European civilization. Its principles of social equality, as before alluded to, its submission to law and authority rather than to hereditary and personal rule, its love of home and family, its requirement of universal education, its enforcement of political responsibility, are true American principles; and fresh importations will but help to overthrow and exterminate what of hostility to the free working of these principles the feudal and out-of-door life of European society has introduced among us. The characteristic vices of Chinese life are rather moral and religious than political, as their superstition, their idolatry, their gambling propensities, their love of opium, which last vice, it should be remarked, is but of recent introduction and of limited extent, forced, in a sense, upon them by foreign cupidity and power against their established laws. These vices are not to be kept out by a futile attempt to stop the providentially-ordered intercourse between nations, but to be cured by suitable moral means. Most certainly it would be very unwise to oppose their spread by closing the channels of intercommunication between members of our own political body. Fusion, rather than fencing and walling into separate fields, is the true result which wisdom prescribes.

This thorough incorporation into our common national life involves some particulars of policy which it may not be amiss to specify.

### THE ADOPTION OF THE AMERICAN LANGUAGE.

The citizens of this country should speak the same language incorruptly. Diversity of dialects may possibly consist with a certain national unity and integrity; it is certainly ever a hinderance to it. The thoughts and sentiments of a people to be in accord and sympathy, to be healthful and nourishing in the fullest extent, must flow in and out, to and from the different parts, through the channel of a single dialect. A pure, incorrupt English should be held forth as the indispensable attainment of every American citizen. Any corruption of our noble speech by foreign dialectic intermixtures, any *patois*, should be everywhere and by every means discountenanced and opposed. It is gratifying to learn that the Chinese immigrant shows no proclivity in himself to that miserable jargon called *Pigeon-English*. In North Adams he has nothing of it, knows nothing of it, desires nothing of it.

On the other hand, and positively, no more efficient means of assimilating foreigners to our manners, our institutions, our national life, than the learning, the reading, the speaking our language habitually; than the habitual admission of all thoughts and sentiments, and the habitual utterance of them through the common speech of American life.

### ADOPTION OF AMERICAN DRESS AND HABITS.

In common with the foreign dialect, the foreign dress and all the personal habits which are foreign to our manners should be replaced by such as are properly American. Every conspicuous badge of alienism should be avoided. It is one of the favorable prognostics of the experiment at North Adams that the American dress is adopted so far as taste and comfort dictate. The fact indicates how far the treatment which the stranger receives at our hands may keep him from that isolation which is betrayed by the foreign dress and speech; how far that isolation, where it exists, is attributable to the social atmosphere into which he is brought.

### ADOPTION OF AMERICAN HOMES.

A thorough American domestication is to be sought. The family life, as has been stated, is the predominant characteristic of the Chinese. The love and reverence paid among them to parents and to ancestors, the religious sentiments that they are trained to cherish toward the home of the family should be provided with the opportunities of gratification. They should be guided and helped to homes in America, where all the sacred relics of the departed may be securely and permanently enshrined, where the strong family feeling may be indulged and cherished. The low, narrow superstition that defies this worthy domestic disposition is to be eliminated by lifting and enlarging the filial sentiment from the earthly to the heavenly Father, so that the piety which rightly and naturally begins, and is fostered toward the natural parent, shall develop into a love and reverence for the eternal and supreme. There will be difficulty in this at the start. Work on railroads and in mines, and first employment in factories and in private households, must, of course, hinder separate establishment in dwellings. But certainly the settling down in families in the midst of native Americans, so that all the neighborhood intercourse of common life shall be in a fully American atmosphere, must have an influence in Americanizing that cannot be too highly estimated.

Most earnestly to be deprecated is the isolation of foreigners, and especially of Chinamen into separate villages, towns, or wards. The testimony is that the Chinaman is not more clannish than other men; but it is purely natural that common origin,

common estrangement in regard to the land of their adoption, common dialect, should breed common sympathies, and should draw together. Thorough and complete Americanization is, however, hindered by all such isolation.

As the man is fashioned in the training of the child, and as the spirit of the nation is shaped in the family, it is of the first importance that not only the family life be maintained and protected, but also in order to the completest fusion that this family life be impregnated by the true American spirit, and be shaped after a pure American and Christian pattern. The family spirit which so characterizes the Chinaman should not be eradicated and supplanted, but only elevated and expanded.

### ADOPTION OF AMERICAN MANNERS.

In like manner a full initiation into the peculiar social usages and manners of American life, so far, at least, as worthy, is to be desired, as also a free introduction into the vast diversity of our arts and occupations, as likewise into our religious usages and habits. Into this whole social life, this new element may bring in something that will liberalize, expand, enrich, as well as purify and elevate our manners; but it should be carefully grafted into the fundamental principles and spirit of our social order and economy, and not root itself and grow up a distinct and isolated growth.

### ADMISSION TO CITIZENSHIP.

Finally, on the broadest, surest grounds of a true and wise policy, the Chinaman should be brought to a free participation in our political life. Intelligence and morality, indeed, should be the conditions of political rights and privileges; but such conditions only as are accorded to others should be imposed on him. His wonted training and spirit, as already observed, do not predispose him to seek political privileges, rather to shun them. He, therefore, needs no unusual checks. He is to be nationalized in his feelings and views, his characteristic family spirit being expanded into the proper love of country as the characteristic filial spirit rises and swells into reverence for the Divine Father of all. This is the only safe result for him, as for the country. The sordid calculations of political partisanship will doubtless often prompt to strong opposition to the naturalization of the Chinaman, perhaps sometimes seek to effect it too hastily, and with too much disregard of settled limitations and safeguards. The dangers of the too free admission of foreigners to citizenship will be as much exaggerated in the one case as underrated in the other. The one safe, desirable course is, under suitable limitations and conditions of intelligence, morality, time of residence, and the like, to bring in all that dwell among us into the full exercise of all political rights, and the corresponding participation in all political burdens and responsibilities.

## III.—METHOD OF ATTAINMENT.

To the question, now, how such thorough assimilation of this foreign element to American life after its highest type is best to be accomplished, all the facts in the case point to the answer: *By education under a right popular sentiment.*

This right popular sentiment in regard to the whole Chinese question is indispensable even to much success in any educational effort, for this must itself spring from an enlightened, philanthropic feeling, and be guided and sustained by this feeling, while all educational endeavors may be effectually prostrated by a strong popular sentiment arrayed in hostility, and bent on oppression or extermination. It is most important, therefore, that the public mind be carefully and accurately informed in respect to all the facts and principles involved in this question. It should be lifted above the low, mean selfishness which vitalizes the caste spirit in every form, whether industrial or political. It should be familiarized with the lofty, worthy views that are inspired at once by that superintending providence which has brought the swelling tide of population onward till it has reached our waiting continent, that it may spread over its wastes a reclaiming, regenerating life; and also by that noble spirit of philanthropy which from the first has extended a hand of welcome to all the oppressed and crushed from other lands. It is a necessity that drives to us from overcrowded China, a necessity that it is folly to struggle against. The overflowing waters will, must, find their resting-place. They threaten no harm, if a judicious, efficient, and timely guidance be given them. They can be so controlled and influenced as to nourish and foster every good interest, and immensely augment our true prosperity and well-being. The one fundamental condition is that the Chinaman, as he comes among us, be treated as a man; as having the same rights, as he has the same natural endowments, as ourselves; in the free reciprocation of all human sympathies and courtesies; and, especially, in the true spirit of a pure Christian philanthropy, that shall generously seek to elevate and bless him. The cost of prohibitory measures and of oppressive legislation will greatly exceed that of an effective philanthropic effort to Americanize and Christianize; while such unworthy policy must necessarily bring in influences pernicious

to our free institutions. The highest wisdom dictates a kind, generous reception to all waifs of humanity from other lands; while open vice and crime meet a prompt and just retribution, poverty and want should fall into the hands of charity; ignorance seeking light and industry seeking employment should find instant help and guidance.

Let proper educational provisions be supplied under the promptings and support of this wise, humane, eminently American sentiment, and what is timidly feared as a threatening evil to industry, to manners, to political purity and integrity, and to religion, cannot fail to be converted into a blessing to all of these precious interests. If labor be cheapened here or there, experience proves that while it benefits all in so far as it cheapens production, it only in the end lifts whatever worthy industry is temporarily displaced to a higher plane. Such are the lessons taught by the history of the introduction of competitive human labor, so far as free at least, of animal force and artificial machinery. Cheap European labor has displaced the native American from domestic service and from public works; but it has only elevated him to a higher condition that brings better pay and allows a richer culture. The use of horses and of oxen has not injured the most menial class of laborers; nor has labor-saving machinery proved detrimental to them. So the policy of a generous treatment has proved and must ever prove the wisest and best too in the sphere of political partisanship. This worthy, generous sentiment will open towns, schools, factories, shops, so that the foreign element shall diffuse itself freely everywhere into all the currents of our national life and so better effect its assimilation and make it truly enriching and blessing. The narrow policy of exclusion and opposition will only drive into separated communities where antagonisms cannot fail to be nourished.

## EDUCATIONAL AVAILABILITY.

The availability and effectiveness of a proper educational policy may safely be inferred from what facts are in our possession. We have, first, the great underlying fact of the universal intelligence of the Chinese. They all come instructed by long, systematic, publicly-enforced training in the rudiments of learning. They come with the habits of learners, accustomed to discipline, accustomed to acquire knowledge, capacitated as disposed to attain new and higher instruction. Their docility is remarked everywhere in the Eastern States and on the Pacific coast, in private instruction, in charitable schools, in Sunday-schools, in seminaries and colleges where individuals have stood among the first in scholarship, in public schools, as well as also in the industries and arts of common life.

This docility is accompanied and fostered by a remarkable eagerness to learn the American language and the arts and sciences peculiar to our civilization. Every motive presses them to acquire our language. The testimony is unvarying. Of the workmen employed at North Adams, it is said, "about half are at their books nearly all the time out of work-hours; the rest do not read much, only as they have teachers." Of what other class of immigrants can anything like this be said? In New York there is but one school for teaching them the English language, which is itself of recent establishment, yet it is said "a considerable portion of the Chinese population has been graduated from it, and it has recommended to various employers nearly 200 of its pupils. At present there are about 40 pupils under tuition." This is about one-fifth of the entire number in New York. In San Francisco the desire to learn our language brings them to Sunday-schools as well as to other places of education. It is noticeable that within the last two years a great change in this respect has taken place, and the difficulty is no longer that of obtaining pupils, but teachers. The efficient superintendent, Rev. O. Gibson, expresses "no doubt that the desire to learn English will fill every department" in the Chinese Mission Institute, for which a fine three-story building is now in process of erection. The schools for boys and for girls, instituted by different Protestant and by Roman Catholic Christians, are represented to find no lack of pupils. The demands for the means and facilities for instruction on the other hand far transcend the supply.

This eagerness for instruction in our language and in the arts and sciences of our civilization is but the outgrowth and reflection of the new sentiments which have come forth with a wonderfully rapid growth in China itself. The English and French wars have demolished the old hostility to Europeans; and the demand is now so strong and general for a knowledge of our arts and sciences that not a doubt can be entertained of the complete availableness of proper educational efforts to assimilate this whole, incoming people to our proper American life and manners.

The effort is an exceedingly hopeful one for the adult Chinaman. But after all, the great work is to be accomplished through the children. This work is at present entirely within reach; for the immigration hitherto has been mainly of adult males. The number of children is at present small. They belong to families too, for the most part, that are settled in life, having adopted this country for their permanent abode, and having fixed occupations. They live, moreover, in cities and communities where educational means and help can be readily procured. These boys are to be the members of our political body from the Asiatic continent; they will be almost exclusively, to

judge from present appearances, the citizens among us of Chinese origin; for, as before intimated, the notion of our being overwhelmed by an inundation of heathen voters, is like that of our being threatened with a new form of servitude in the persons of Chinese coolies, a mere bug-bear of a distempered fancy. If, accordingly, the children of the Chinese be properly trained in American and Christian ideas, the great problem is solved and the immigration may go on without danger. Further, the desired influence upon the adults will best reach them through the children who, as they are taught themselves, will be the best teachers, at home and in the society of their countrymen, in our language, usages, arts, manners. They will be the vital bonds which will unite in one life the foreign with the native members.

### STUDIES.

In respect to the studies to be made prominent, the leading one is of course that of our language. The Chinese all read in their native dialect; they seek and should be helped to learn to read in ours. When once such a command of our language is acquired as to enable them to read our newspapers, the work of Americanization may be considered to be assured of its full accomplishment. A good daily newspaper in our language will do more to indoctrinate and imbue with truly American ideas and habits of life than probably any other instrumentality. It is therefore to be earnestly hoped that all occasion for the further publication of newspapers in Chinese will be obviated by the timely impartation to them of the principles of our own speech.

To qualify the Chinese then to read our language freely is the leading aim in all educational labors. Here, doubtless, are formidable difficulties to be encountered. The Chinese tongue is further removed from the English than are most, at least of the European, tongues, and to acquire it is a work of much and peculiar labor. Our phonetic system is different from the Chinese; it contains elements, as the *r*, which the Chinese can hardly distinguish from the *l*, that require a special training of the vocal organs. These organs, too, united to monosyllabic elements, break down under our heavy polysyllables. The use of inflections to indicate relations in verbal expression is strange to them, and hence they easily fall into errors, such as the "Pigeon-English" exemplifies, in distinguishing by one invariable suffix for all persons, numbers, moods, and tenses, the use of a word as a verb from its use as a noun. Yet, here it should be remarked, the English comes nearer than any other Indo-European tongue to the Chinese, as, like that, it indicates grammatical relations mainly by the position of words in the sentence; while, on the other hand, the Chinese tongue gives evidence of a preparation for an advance from the monosyllabic and low agglutinative type to the proper inflectional. The English tongue meets the Chinese full half-way in both these particulars. It has dropped off in great measure the inflections which characterize both the classical and the Teutonic families of dialects, and uses with allowed freedom the same word for all the grammatical uses of nouns, verbs, and adjectives; and also delights, especially in the more colloquial usage, to employ the sturdy monosyllabic stem-word in preference to delicately wrought inflectional polysyllables. Like the Chinese, its colloquial, and therefore its most highly practical, vocabulary is made up more of object-words than of words denoting relations of thought and of diction, and thus characteristically addresses more the imagination and the reflective faculties. On the assumption of a primitive unity of dialect among men, to which all the facts of linguistic science thus far attained significantly point, in perfect harmony with reason and revelation, the Chinese language is but the result of a more effective attrition from the intermingling of tribal communities leading a wandering life, which has worn off all inflectional additions to original stem-words. This result has been the more complete because of the absence in early times of all literature, whether written or legendary, and because of the more nomadic character of the people, and the consequent meagerness of its vocabulary. The people that have shaped the English dialect have been distinguished from other Europeans by this very circumstance of a more promiscuous origin, while they have enjoyed the advantage of a literature which has operated to preserve primitive words and forms, and also have been kept in more intimate and thorough intercommunication with one another than was the case with the earlier Chinese families and tribes.

In the same way the sentence structure in the two languages differs little but in the one particular, determined by the same influences of a conservative literature. Both essentially follow the strict order of thought, the purely logical order; but the English suffers considerable rhetorical and poetical deviations not so free to the Chinese.

The difficulties, accordingly, which a Chinese has to encounter in acquiring the English tongue, are far less considerable than those he must meet in learning any European dialect. The phonetic difficulties, as also those of grammar, including the inflectional and syntactic, are real, but after all are comparatively slight. The main difficulty lies in the vocabulary. So wide has been the divergence in the history of the ancestries of the Chinaman and the American, that whatever may be true of the original unity of their tongues, the vocabularies now retain hardly a sign of this primal identity.

This diversity does by no means imply any diversity of intellectual, or moral, or speaking natures; for nothing could be more antecedently probable than that in early times, when the human race was broken up at the era of the great dispersion into small communities of tribes or families, wandering apart in a scattered nomadic life, with no literature, written or oral, and a vocabulary of but a few hundred words altogether, this meager stock of words should, in the lapse of ages, be thoroughly changed; that, in other words, in such circumstances, our group of articulate sounds, taken out of an infinite number of like possible groups, should gradually be changed, losing and substituting word by word, till every one of the original group should disappear. The speaking nature of the Chinese and the American is the same, and on this solid foundation is the plan and hope of an educational effort for the Chinaman among us to be based. The difficulties to be surmounted are not fundamental, but incidental. It is worthy of mention, in corroboration of this view, that a Chinaman a few years ago took the first prize in English composition in Yale College, where he graduated with honor.

Moreover, it is to be remarked of these difficulties, that, aside from those arising from a different vocabulary, they are to be encountered rather in learning to speak than in learning to read our language. The Chinese are a reading people, and the thorough indoctrination into American ideas, which is, after all, mainly to be accomplished through reading rather than speaking, appears to be altogether feasible. Especially will this appear if we consider that only a small part of our literary vocabulary enters into the uses of common life. It is a well-attested fact that the entire vocabulary in actual use by portions of the English peasantry is confined to a few hundred words, that might easily be committed to memory in a week.

It is worthy of careful consideration whether rudimental text-books or primers, spelling-books, and primary reading books should not be prepared which shall be specially adapted to the peculiarities of the Chinese mind and habits in regard to orthoepy, orthography, and sentence construction, and inasmuch as the adults are, for a time at least, to constitute the great mass of those to receive instruction, it is worthy of consideration also whether rudimental books should not especially be prepared for them as being already well educated in their own tongue. At present the slow, clumsy practice of hearing and reading portions of the English scriptures is the best resource available, a practice which is indeed recommended by the fact that an introduction to the Christian faith is sought in union with the knowledge of our language. It is questionable, however, whether both objects cannot be better attained by pursuing the two separately.

Of the other studies which the peculiarities of the Chinese among us indicate as of special importance to them, little need be said. To write comes so easy to them that only that practice which may be desirable for learning other branches is required beyond the mere shaping of our written characters. The training in book-keeping, which ought to be enforced in every American school where arithmetical studies are pursued as far as to the common rules of commercial usage, but which is so strangely overlooked, will, to the Chinese mind, so prone to trading life, from its attractiveness, furnish probably the sufficient and readiest introduction to a good chirography.

The peculiarities of his condition suggest also at once the desirableness of special training in geography and in history, that his mind may be fully delivered from the proverbial thraldom of Chinese pride and exclusiveness. For a like reason, at least, there should be sought a rudimental acquaintance with the principles of technological science, as developed among the occidental nations, by which they are so exalted above the oriental tribes, including, of course, something of those sciences on which that of the useful arts is founded.

## INSTRUMENTALITY.

The final question which presents itself in the consideration of the method to be adopted respects the instrumentality by which the education of the Chinese among us is to be effected. Actual experience sheds some light on this point, which it is safe to follow. We have, on the one hand, settled among ourselves some general principles which are applicable to educational efforts among the Chinese, and, on the other hand, we have the actual fruits of such efforts among them, which are suggestive.

The American people, then, have recognized the duty of the Government to oversee and secure the education of its citizens to such degree as to protect our free institutions that rest upon the intelligence and morality of the people. The action of the Federal Government, and also of particular State legislatures, is decisive on this point. Wisely leaving this work as far as is safe to private care, governmental action has in many ways, directly and indirectly, not only encouraged but enforced instruction. It has further, directly and indirectly, to an extent unprecedented in the history of nations, aided by liberal benefactions this general education which it has sought, and the whole tendency of the age, guided and prompted by experience, is unquestionably to freer and larger governmental patronage and encouragement.

On the other hand, it is well established among us that education, to be universal

as it should be, as it must be, indeed, for our national security, must be within the reach of all; that, consequently, it must be to a great extent free—must be furnished, in other words, either without cost, or at a far less price than its actual cost.

We start then with these recognized principles, that education should be under governmental supervision and patronage when needed, or, generally speaking, under governmental favor and encouragement, while yet sustained mainly by private munificence, and that general education should be furnished to a large extent without cost.

Experience, as it respects actual fruits, indicates the following general particulars in regard to the kind of instrumentality to be employed:

First. The successes which have attended the education of Chinamen in our colleges and schools, promiscuously with native Americans, indicate that this policy be pursued and encouraged in every way. All considerations sustain this view; while no social repugnances are encountered, our habits of training bring no difficulties to the learner. Such free intermixture of the foreign with the native elements of our people is for the health and safety of all.

Secondly. The remarkable successes which in the last two years have attended purely philanthropic efforts among the Chinese, indicate that these efforts should be continued and enlarged in every way, with more system, if possible, so as that all may be reached, and, at all events, with more efficiency. They should receive a greatly increased support from the enlightened and humane.

The proper religious efforts, particularly in Sunday-schools, that have had such great success, may be greatly extended. Only through them, at present, probably, can the children be generally reached, especially while the unreasonable prejudice continues in those communities where Chinese children are mostly to be found. This agency may, in any event, well supplement what is done in the public schools that are open to the children of this race.

The night schools during the week have also been favored with a parallel success. These efforts, meeting particularly the adult Chinese when disengaged from industrial pursuits, are deserving of special consideration and favor.

The provision of higher institutions specially for Chinese by individual munificence, is one that should be resorted to only in case of a clear necessity, which does not as yet seem to have arisen. Every movement that can tend to sustain a caste system is to be deprecated, and should be allowed only as the less objectionable alternative of ignorance and continued debasement.

Thirdly. It is the clear dictate of wisdom to extend whatever educational privileges are accorded to the children of native Americans or of whites, also to the children of the Chinese. What the Federal and the State governments should do in behalf of education it is not proper here to prescribe; but whatever is thus done should certainly avail as fully to the needy and the neglected as to the affluent and favored. All legislation and all administration which discriminate in favor of any one class of our heterogeneous people to the prejudice of any other, is as anti-American as it is unwise and impolitic.

H. N. DAY, *A. M.*

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## SCHOOL SUPERVISION.

The following series of questions was sent, as far as time would allow, to State and city superintendents. The answers received, though limited, from a number of school officers, contain important facts and suggestions in reference to the right adjustment of this vital part of school business.

The answers will be given, as far as received from State, county, and city superintendents, corresponding to the numbers of the questions.

### QUESTIONS.

1. What is your annual salary?
2. How many assistants are you allowed by law; their salaries; their duties?
3. Is the force of your office adequate for the amount of work to be done?
4. What is the smallest additional force you should have to satisfactorily do your duty; proper compensation?

### ANSWERS.

CONNECTICUT.—1. Three thousand five hundred dollars.—Birdsey G. Northrop, secretary board of education.

2. The law does not allow any assistant; or, if two or more were necessary, the law would allow so many. At present one is employed; salary, $1,600. His duties are to receive and attend to calls at the office, to answer inquiries as to laws, &c., pertaining to educational affairs in the State, to conduct the correspondence of the office, and to

collect, classify, and tabulate the educational statistics of the State for publication in the annual report.

3. It is.

4. The compensation is the same as that of the chief clerk in each of the other State offices; no more can be expected.

NEW HAVEN.—1. Two thousand seven hundred and fifty dollars.—Ariel Parrish, superintendent of schools.

2. None. A secretary of the board of education attends to the financial department, furnishes all supplies for the schools, and attends to the repairs of buildings. Salary, $2,000. So far as those duties belong to the superintendent, he is an assistant.

3. Not sufficient for what should be done. Much is necessarily left undone which is not missed by the community or by the board.

4. Competent assistants, to save time for more thorough examination of schools, would increase the efficiency of the office of superintendent. Five hundred to one thousand dollars would be an economical outlay for this purpose.

*Remarks.*—Our city, on the whole, is as liberal, perhaps, as the general average; but a more generous outlay would produce greater and more satisfactory results.

ILLINOIS.—1. Three thousand dollars.—Albert G. Lane, county superintendent, Cook County, Illinois.

2. No assistant.

3. It is not.

4. Two assistants are needed. A fair compensation would be $100 per month.

*Remarks.*—If each township were organized into one school district, under the management of a board of six members, and the schools of each town graded, with a central grammar school with two assistants, the efficiency of the schools could be increased five hundred fold.

MARYLAND.—1. M. A. Newell, president of board of State school commissioners, Baltimore. Salary, $2,500 as principal of State normal school.

2. None. One of the teachers in the State normal school acts as clerk of the superintendent. Salary, $500.

3. No.

4. There should be a principal of the State normal school—salary, $2,000 to $2,500; or a salary of $2,500 to $3,000 should be attached to the office of president of the State board.

*Remarks.*—It will be seen that our State is in an anomalous condition. The superintendence of education is vested in a board of four, appointed by the governor from among the presidents and examiners (say superintendents) of county boards, together with the principal of the State normal school. There is no salary, but there is an appropriation of $1,000 a year for expenses.

MASSACHUSETTS.—1. Three thousand dollars, and four hundred dollars for traveling expenses.—Joseph White, secretary Massachusetts board of education.

2. Three, assistant, secretary, and librarian; salary, $2,000; female aid to the assistant, $500; agent, $3,200, including traveling expenses. The duty of the agent is to visit schools, hold institutes, and do the same work which the secretary might do.

3. As we have no county superintendents, it would be well to employ four other agents, to be located in different portions of the State. With county or district superintendents our present force would be sufficient.

5. See above for answer.

BOSTON.—1. Four thousand five hundred dollars.—John D. Philbrick, superintendent of public schools.

2. I have no clerk, and no assistant.

3. I am greatly in need of clerical and other assistance.

4. I need one competent clerk, and two assistant superintendents.

*Remarks.*—The reason why I need so little assistance will be seen from the following facts: First, our school buildings are erected and repaired, the fuel is furnished, and the janitors appointed by an officer of the city council, viz., superintendent of public buildings, who has his staff of assistants; second, the school board has its secretary and assistant secretary, who keep the records and notify all meetings of committees, &c.; third, the committee on accounts of the board employs an officer, with a clerk, to keep the accounts of expenditures, and purchase and distribute the supplies not furnished by the superintendent of public buildings. I take care of the statistics, make reports, and have a general supervision, but no direct control over any of the officers or clerks named. Assistance is needed, especially in visiting and examining schools.

WORCESTER.—1. Two thousand five hundred dollars.—A. P. Marble, superintendent public schools.

2. One; salary, $1,700; he is the secretary of the school board.

3. Yes.

*Remarks.*—I am happy to say that this city is very liberal in providing for her schools.

NEW YORK.—1. Five thousand dollars.—Abram B. Weaver, superintendent public instruction, Albany.

2. One deputy superintendent, and as many clerks as may be necessary. We have four clerks; two at $1,600 each, and two at $2,200. Salary of deputy, $3,000.

3. Yes.

ALBANY.—1. Two thousand dollars.—John D. Cole, superintendent of schools and secretary of the board of public instruction.

2. None.

3. It is not.

4. One clerk; salary from $800 to $1,000.

*Remarks.*—In 1866 the title of the "board of education" was changed to that of "Board of Public Instruction."

NEW YORK CITY.—1. Four thousand seven hundred and fifty dollars.—Henry Riddle, city superintendent.

2. Four; two for grammar schools, and two for primary schools. Salaries respectively, $4,200, $3,500, $4,200, and $3,600. Duties, to examine schools and assist in examining candidates for teachers' licenses.

3. It is. Two clerks are employed in addition to the assistants above mentioned.

*Remarks.*—The schools of this city, 276 in number, are visited and examined twice each year by one of the assistant superintendents. They are also visited and inspected by the chief superintendent as often as possible—at least once each year.

BROOKLYN.—1. Three thousand dollars.—J. W. Bulkley, superintendent of city schools.

2. One assistant superintendent, salary, $2,500; secretary, salary, $2,500; two clerks, salary of each, 1,500; messenger, salary, $500.

3. No; not for supervision.

4. We need another assistant, salary, $2,500.

*Remarks.*—The assistant superintendent works with the superintendent in the general duties of his office. The secretary and clerks perform only office work, and attend to the supplies required, as also act as secretaries of the various committees of the board of education.

SYRACUSE.—1. Two thousand dollars.—Edward Smith, clerk and superintendent.

2. One assistant clerk, who attends to copying and writing up the books; a messenger, and a repairer clerk; the respective salaries, $600, $300, and $700.

3. I ought to have a superintendent of buildings, so that I might be relieved of everything pertaining to repairs, fixtures, &c.

BUFFALO.—1. One thousand eight hundred dollars.—Thomas Lothrop, superintendent of education.

2. None.

3. No.

4. One assistant superintendent and two clerks. The salary of the superintendent should be $4,000; that of the assistant, $2,000; and that of the clerks, $1,000.

*Remarks.*—I am allowed one clerk, on a salary of $500. I have under my charge 42 schools, employing 338 teachers, and giving instruction to 15,000 pupils.

NORTH CAROLINA.—1. Two thousand four hundred dollars.—S. S. Ashley, superintendent of public instruction, Raleigh.

2; One clerk; salary, $1,000. The board of education employs an agent, who looks after the colored schools, as acting assistant superintendent; salary, $1500.

3. It is not.

4. One clerk qualified to conduct correspondence; salary, $1,200.

*Remarks.*—My time as superintendent of public instruction should be chiefly spent in visiting and inspecting schools, consulting with school authorities, and conferring with the people as to public school affairs. As it now is, my time is mostly consumed in office work and clerical labor.

OHIO.—CLEVELAND.—1. Four thousand dollars.—Andrew J. Rickoff, superintendent of instruction.

2. He has virtually three assistants called, "principals of districts;" salary of each, $2,000. To each of these is assigned the care of from four to six schools, employing from fifty to sixty teachers. They classify the schools, give attention to all serious cases of discipline, and have, under the direction of the superintendent, the supervision of the work of subordinate teachers. No male teachers are employed under them, the heads of all the schools being women.

3. Last year we had four principals of districts, and, I think, the number was very properly reduced.

*Remarks.*—I am glad that you are taking up the matter. Saving in a very few cities, the supervising force is altogether insufficient for thorough work. The question might be raised whether the supervision of principals of schools within their own school buildings is of that nature which will insure efficiency. My observation leads me to the belief that the value of their work is not proportioned to their number. It certainly is vastly more expensive than such an arrangement as we have in Cleveland.

CINCINNATI.—1. Three thousand five hundred dollars.—John Hancock, superintendent of schools.

2. I have no assistants proper. The principals of the schools are the local superintendents in their respective houses.

3. It is not adequate to the thorough performance of the work properly devolving on the superintendent of the system of schools for a great city.

4. One English and one German assistant superintendent. Probably a salary of $2,500 would secure the services of persons competent for such positions.

*Remarks.*—The clerical force under the direction of the board of education is amply sufficient; and in local supervision we are sufficiently provided; our want is in general supervision. Upon the efficiency in this department of a school system will, to a greater extent than is generally imagined, depend the efficiency of that system.

PENNSYLVANIA.—1. Two thousand five hundred dollars, and six hundred dollars for traveling expenses.—J. P. Wickersham, superintendent of common schools, Harrisburg.

2. A deputy superintendent, salary, $1,800; a financial clerk, salary, $1,400; a statistical clerk, salary, $1,400; a recording clerk, salary, $1,400; a messenger, salary, $900.

3. Not for the amount of work that *must* be done, to say nothing of the amount that *might* be done.

4. With one additional clerk we could do quite satisfactorily the work that *must* be done. The salaries now given are not high, but reasonable.

*Remarks.*—The school department here occupies two large rooms in the capitol building. It is better provided with men and office fixtures than any other department of the State government.

RHODE ISLAND.—1. Two thousand five hundred dollars.—Daniel Leach, superintendent of public schools, Providence.

2. No assistants.

3. It is not.

4. One assistant, salary, $3,000.

*Remarks.*—Providence was the first city in New England to establish the office of superintendent of schools. The salary of all school officers are voted by the city council. The present incumbent has been superintendent nearly sixteen years.

NEWPORT.—1. Two thousand five hundred dollars.—F. W. Tilton, superintendent of schools.

2. None.

3. No.

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## GERMAN SCHOOLS AND TEACHING GERMAN.

The following communication and the article accompanying it are given to indicate the views entertained by a large class of our most intelligent citizens among the German population:

"ANNAPOLIS, *November* 12, 1870.

"DEAR SIR: The question concerning the education of the young has grown to be more and more interesting and important in proportion to the increasing number of German emigrants, particularly after 1848, when the percentage of men educated in normal schools and universities for the business of teaching steadily increased. Many States offer liberally, by their public schools, the means of obtaining a knowledge of the elementary branches of education; yet the system of recitations adopted by these schools differs essentially from that adopted in Germany, and the German language is in some States altogether ignored. The consequence was, that wherever a sufficient number of German families had settled elementary schools were founded by them, the settlers preferring to pay for the education of their children rather than lose all the advantages which the German method of school-teaching, in their opinion, offers. You will find, therefore, all over the West and North, and as far south as Baltimore, a large number of German-American schools, kept up by the people of German origin. With the growing number of educated teachers, and of children to be educated in conformity with the peculiarities of this country, grew also a desire to concert a general system of education all over the States, and to influence the public school organizations in the different sections. The Bureau of Education is most likely founded on the same principle, though it may require some time before the different States will be convinced that it is absolutely necessary to clothe the Bureau with powers similar to those of other branches of the central government. Centralization, without destroying liberty, is the spirit of the United States Constitution as well as of German institutions, and the German-Americans tried, therefore, for some time to form an organization of the teachers, being convinced that all reforms must originate in the people. It is not necessary to state, in this report, the causes which had hitherto prevented the

realization of this plan; it will be sufficient to state that the exertions of Mr. E. Fellner, president, and of Mr. L. Klemm, teacher of the German-American Seminary in Detroit, were crowned with success, so that a large number of male and female teachers met in Louisville, Kentucky, on the 1stof August, and who, after three days of very harmonious and intelligent labor, constituted themselves permanently as the '*Deutsch-Amerikanischer Lehrerbund*,' (German-American Teachers' Association.) Mr. Fellner, having been elected president, stated in an address the object of the meeting, and of the proposed organization. (See *Amerikanischer Zeitung* No. 1, page 21 *et seq.*) Now, it will be well to state at once that the association does *not* intend to organize an *opposition* to the English-American system of teaching, but rather to remove the obstacles which oppose harmonious action; to bridge over the chasm which hitherto separated the two systems. The German settlers are far from wishing to be a separate people; they want to be Americans in the most extended meaning of the word. But they are convinced that every nation which becomes an element of the future homogeneous American nation should see its best qualities accepted as a contribution to the completion of the grand process of assimilation which is steadily going on in this country. The Germans can offer no better contribution to the people of the United States, besides their industry, than an improved system of education, which, when properly understood and adopted, will have a powerful influence on the intellectual and moral development of the western world, and will bring it one step nearer to its 'manifest destiny' to excel all nations in power, wealth, and happiness.

"In order that the greatest possible amount of work should be performed in the short space of time allotted to the first meeting, it was necessary to organize the labor without loss of time. The members were, therefore, divided into the following sections: 1, school in general and school discipline; 2, method of teaching in general, elementary laws, object-teaching, music, drawing; 3, German reading, writing, and speaking; 4, English reading, writing, and speaking; 5, mathematics; 6, geography, history, natural history, and sciences; 7, permanent organization of the German-American Teachers' Association; 8, *Erziehungszeitung*, (official organ of the association;) 9, gymnastics.

"The chairman of each section was required to report, at the specified time laid down in the programme, the most important propositions which their sections in committee meeting had agreed upon, to write them at the black-board, and to offer them for discussion, after such preliminary remarks as he considered necessary. This arrangement worked admirably; it prevented all irrelevant questions, concentrated the labors of the association, offered the individual members an opportunity of expressing their opinions and experiences, and secured for the discussion the time which but too frequently is allowed to learned and less instructive essays. All sections had not an opportunity to report, the time being too short; they will be heard next year. Several very valuable essays, written by practical school men, were also read to the association in the interval between the section reports, or in public evening meetings. Referring for the detail to the minutes published in the *Schulzeitung*, I only beg to mention that the invitation to join the association is not only addressed to the German, but also to the American teachers, and to all friends of education. It is hoped that many English-American ladies and gentlemen will attend the next meeting in Cincinnati. The day of meeting will be fixed by the committee in St. Louis, which is charged with all the preliminary labors. I will lastly call your attention to two resolutions:

"1. The committee on statistics shall continue their labors during the year, and make monthly reports in the *Schulzeitung*.

"2. Practical teachers (their names, see *Schulzeitung*) are appointed in all principal cities of the United States, charged with the duty to examine, both theoretically and practically, candidates who apply for employment as teachers, and to give them a certificate as to the result of such examinations.

"I shall be happy to complete this short report—written at your request—by verbal communications, whenever you shall have appointed a Saturday (the only day of the week at which I am disengaged) on which I can be sure to meet you at your office. I beg to add that I have requested Mr. Hailmann, (editor of the *Schulzeitung*,) at Louisville, to send you a copy regularly.

"I am, dear sir, very respectfully, yours,

"WM. STEFFEN.

"General JOHN EATON,
"*Commissioner of Education.*"

As having a bearing upon the subject of Professor Steffen's communication, the opinions and facts given in a recent article by John Kraus, entitled "The German Language in the Public Schools, and the Germans in America," and published in the National Republican of this city, are here presented in substance. The object of the writer of the article was to answer some objections to the introduction of the study of the German language into our city schools, which had appeared in a number of the same paper. After stating that he had shown, in a former article, how the study of the German was

gaining ground, he quotes from a speech, made in 1856, by the president of the board of education in New York, that no modern language, other than our own, has a higher claim to a place in educational institutions than the German, to the extent that a liberal education is desired. It ought to have a prominence over all other modern languages; and none can be more useful in ordinary life and business.

Reference was made by Mr. Kraus to the fact that there are now in Berlin sixty American students attending lectures at the universities of that city alone, while in Heidelburg, Bonn, Jena, Leipsic, and the mining school at Freiberg there are as many more. Mr. Kraus continues:

"The question in regard to the German language in our public schools is at present agitated in New York; but the leading Germans lay particular stress on the circumstance that the introduction of the German language, as a regular branch of instruction, is desired only for a limited number of schools, and not for all of them.

"Last year the German Teachers' Society of New York and environs, by their reporter, Dr. Adolf Dousi, laid before Hon. Henry Barnard, Commissioner of Education, a statement respecting the German schools in existence in the Union. The first of the reasons and causes that have led to the foundation of these schools is that our German-born population find their children rapidly unlearn the German tongue, English being not only the common idiom of all nationalities in this country, but also a language easier than almost any other to acquire, to read, to pronounce. This fact sadly disturbs the family relations, the efforts of parents toward the education of their children, and the respect due to the parents from the latter; for when their children speak among themselves, even at home, nothing but English, they form, as it were, a foreign element within the family. The great mass of the immigrated Germans learn, during the first generation, hardly English enough to understand all their children talk among themselves, and thus they are unable to discover their secrets, to warn, to guide, to correct them. The children deeming English, the common language of the country, a better one than any other, begin to slight their parents, who have not a perfect command of the same, to enjoy the fun of having their own secrets, inaccessible to their parents, and end in refusing obedience to them, and in keeping no longer company, when half grown, with their nearest relatives not perfectly Anglicised. That these facts are productive of a great many evils, and even engender juvenile crime and profligacy, can be easily understood."

Another reason is thought to be more important, namely, that "Germany is the cradle of the reformation of schools, and the German schools, as a whole, might, from the latter part of the eighteenth century down to the middle of the present, be justly considered as by far the best in the world. It is, then, but natural that immigrated Germans, coming from a great many excellent schools in their old country, and being conscious of and thankful for the great advantages derived from them, should desire that their children may grow up under the same benefits, and that the United States, this dear country of their choice, may profit to some degree from the existence of schools instituted after the German model, even though the latter be modified according to the peculiar circumstances and requirements of the American nationality and idea. Of the causes mentioned, each, according as it was prevailing over others, in the minds of the founders of German schools, gave rise to a different kind of school. Where the idea of preserving the family relations, and together with them the parental religious denomination, prevailed, there denominational German schools were founded, of which there are in this country nearly as many as there are German church buildings and societies. The adversaries of this movement are generally laboring under the mistake of supposing that the Germans wish to carry this reform into all the schools. Diversity of language is an obstacle to intercourse between different nations and races that the wisest have not been able to remove. It is a matter of course that the citizens of this great country should have a common language as a means of mutual intelligence, and a characteristic feature of their nationality; and, as Jacob Grimm, the great German philologist, says: 'No other living language is so well adapted to express every variety and shade of thought, or to express it so forcibly.' But it is not adverse to the American idea that the citizens of this country should derive untold advantages from their ability to freely converse and communicate with the natives of other countries, and enjoy their national literature.

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## THE RELATIONS OF EDUCATION AND LABOR.

In the United States there is some danger of mistaking the elements of education for education itself, through leaving to private effort, rather than the community, the providing of means for such comprehensive and thorough instruction in the practical arts and sciences, which is demanded more and more by the industrial necessities and progress of the age. Humboldt long since declared "that the time was not far distant when science and manipulative skill must be wedded together; that national wealth

and increasing prosperity of nations must be based on an enlightened employment of natural products and forces." The truth of this is daily more apparent. Here we have laid broad and enduring foundation for a comprehensive common school system, which, if it has not yet reached its full measure of usefulness, is in a fair way to do so. But for special instruction, either elementary or higher, which all modern industrial life establishes as absolutely necessary for success, our provision is wholly insufficient. On the other hand, the interest felt in this matter of industrial education in Europe is strikingly manifested by the following summary of what is being done in the leading states thereof:

## AUSTRIA,

in common with other German States, has an extensive system of special schools, designed for persons employed in the useful and mechanic arts. They are of different grades, from those wherein apprentices are trained to the polytechnic schools, where the mining, civil, and mechanical engineers, the architect and constructor, the industrial and practical chemist, and the scientific manager of factory, foundry and workshop, can all obtain the training essential for success in their several pursuits. The system pursued in Austria and other European states may not be the best adapted for our wants, but it will show what is being done elsewhere in this important matter.

In Austria proper there are 45 superior schools and academies for scientific instruction in agriculture, horticulture, forestry, the culture of the vine and the silkworm, and veterinary surgery; also of mining, navigation, and commerce; with 7 polytechnic schools, in all having 5,951 pupils and 426 professors and teachers, (1868.) These schools are in part sustained by the imperial government, and are under the general direction of the minister charged with educational matters. Hungary has 13 similar schools, with 116 teachers, and 1,311 pupils. Bohemia has an extended system of industrial instruction, more diffuse than in other parts of the empire. What are termed "burgher schools," answering to our secondary or grammar schools, have special courses designed for mechanical and commercial training. Besides, there are throughout the Austrian provinces a large number of workman and apprentice schools, usually teaching some special trade. In Vienna and Prague there are a number of these. In the latter city there is one whose course includes the technical sciences, practical weaving, linear and free hand machine and constructive drawing, lectures on machinery, practical chemistry, and modeling. There are classes for machinists, building trades, weavers, dyers, industrial art, as for goldsmiths, jewelers, porcelain makers, &c. The Austrian polytechnics have been in existence for more than a century. They are in part sustained by the government, and in part by the fees received from students. These are small, and provision is made for gratutious instruction. The course of studies pursued is comprehensive, and the collections of models, tools, laboratories, museums, and libraries attached are large and constantly being increased.

## BADEN.

The duchy of Baden boasts of not less than 50 special technical schools, with 5,772 pupils; among these, 41 schools of "arts and trades," with 4,803 pupils. There are several for teaching watch-making, weaving, agriculture, straw-plaiting, (for girls,) which give instruction not only in those pursuits, but in studies of a general character. The Carlsruhe Polytechnic School is regarded as among the model institutions of its class. It was founded in 1814, as an engineering school; but has been gradually enlarged, until it now includes divisions or schools of engineers, architects, builders, foresters, chemists, machinists, commerce, and of posts. The latter division is common in the European schools, and is designed to educate men for government postal service and in the management of roads and telegraphs. The student may select his studies and follow any given course. The qualifications requisite are elementary knowledge. The preparatory course is one or two years in length, and their technical studies last from two to four years. The fees are $3 admission, and 66 Rhenish florins per annum. Some are admitted to lectures only. The buildings are regarded as among the best in Europe; as are also the collections, laboratory, museum and library. In 1868 there were 589 regular pupils in attendance.

## BAVARIA.

The Bavarian system is extensive and highly praised. It includes, besides a good system of elementary, secondary, and high schools, a large number of technical and industrial schools, embracing, besides normal, music, painting, sculpture, and other belonging to the fine arts, 4 superior agricultural academies, with 29 sections for similar instruction in that number of superior trade schools. These latter have commercial as well as mechanical and industrial art courses. The pupils in attendance number several thousand. Schools of forestry, horticulture, veterinary surgery, and commerce are also

n. The Bavarian schools, long established, and reorganized in 1864, have
ief design "to carry the sciences into industry, and to put industrial pur-
a footing corresponding to the progress of technical art and the competition
industry." In the trade schools the studies embrace physics, drawing,
chemistry, geometry, and mechanics. Practical labor in workshops and
m are part of the courses. The polytechnic is the apex of the Bavarian
t embraces the usual scientific courses. Small fees are required; but remitted
ıg cases. At Passau, Munderberg, and at Berchtesgaden there are special
hools. The latter teaches wood-carving. At Augsburg is the Royal School
ery, which has a peculiar reputation for beautiful models of machinery, &c.,
ıe pupils. Many of the polytechnic schools and museums are supplied there-
h pupil works in the shop, as well as receives appropriate theoretical instruc
Nuremberg School of Art, as applied to trades, is famous all over Europe.
s thorough, and includes drawing, plain and from ornamental models, archi-
ıe antique, from life, plastic studies, embossing, sculpture, wood-carving,
ling, engraving, with classes in perspective and shadows, and in anatomy.
ed that this school has contributed largely to national prosperity.

## WÜRTEMBERG,

,000 inhabitants, is conceded to possess the best educated population in
Besides a complete system of general schools, she has one technical university
chnical schools of the next grade, with 539 instructors and 5,148 pupils.
11 building and trade schools, giving a thorough theoretical and practical
ı those occupations. They have 286 teachers and 6,457 students. There
ıde and industrial schools, having 8,254 scholars. There is an admirable
c university at Stuttgardt, designed for the education of the higher class
onal men. The eminent English engineer, J. Scott Russell, in his work
l Education," gives a full account of the remarkable system prevailing in
kingdom, and shows to what a height the intelligence and progress of the
well as the prosperity of the community, may attain under such admirable
Speaking generally, Mr. Russell says: "In every country where technical
has taken root and had time to bear fruit, I also find unquestioned proofs of
y with which increased intelligence and enlarged knowledge bring increase
nent and remuneration."

## PRUSSIA—NORTH GERMANY.

ial technical system of Prussia, to which most of the smaller German states
rm, will bear brief examination. There are in Prussia alone 361 schools
architecture, mining, agriculture, forestry, navigation, commerce, and other
udies, general and special. Besides schools for weaving and the textile manu-
ıere are 265 industrial schools whose studies and hours are directly arranged
) of mechanics. They are classified as the central academies, approaching
he polytechnic grade. The provincial and municipal improvement schools,
for foreman, workman, and apprentice, all are fitted with models, tools, and
s. There are a large number of drawing schools, in which the classes are
) suit various trades needing such instruction. The agriculture schools are
being divided into general and special. In the weaving schools the pupils
ctical instruction, and also study chemistry, as applied to the textile

ıas 76 technical schools, and a number for special instruction in various
occupations. The Dresden Polytechnic is one of the best in Europe. An
raining school for women also exists, in which instruction is afforded in com-
d other branches. All the states of North Germany are being affiliated to the
ystem of Prussia.

## SWITZERLAND

plete system of technical and special industrial schools honored by the
h youngest polytechnic institution in existence; such high praise is awarded
potent English observers like Messrs. Samuelson, J. Scott Russell, and
) have examined these institutions. The industrial and scientific university
ıt Zurich. The buildings were erected at the expense of that canton, cost-
00,000. There are 7 schools or courses of study, architecture and construc-
engineering, mechanics and machinery, chemistry, inorganic, applied and
agriculture, forestry, and rural economy, moral and political economy, and
s. The federal government makes an annual appropriation of $40,000 to-
maintenance. There are over 70 regular professors, tutors, and assistants,
rage of 600 pupils. In addition to this federal polytechnic, there is an excel-

lent technical institute at Lausanne, designed for the education, in the French cantons, of engineers, mechanicians, chemists and architects. It was started by an association, but receives a subsidy from the canton government, and also from the Lausanne commune. Small fees are charged, though provision is made for scholars who are unable to pay, but they must pass a competitive examination. There are 20 industrial schools for girls, in different cantons; a school for weavers, one for watchmakers, and another for wood-carving and drawing, besides 7 agricultural schools for boys. The Zurich cantonal schools are famous, and are held up as models to educators everywhere.

In consequence of the impetus given by these schools, eminent English authority say, it may be safely declared that "the Swiss, in their far valleys, are rapidly growing a dexterous and successful manufacturing people." More than half the students are from other countries. Besides the extensive corps of professors, there are excellent laboratories, workshops for the practical application and teaching of the several industrial arts, fine collections of models of all kinds, and an extensive and well-selected library. A good observatory, well fitted up, is also part of the polytechnic.

## BELGIUM

has been active for the last twenty years in promoting industrial education. The result is marked in growing manufacturing importance. There is 1 college and school of agriculture; 1 of horticulture, forestry, and veterinary surgery. The simpler branches of these are taught in a large number of the primary schools. Of commercial schools there is 1 superior, and 12 secondary; 3 navigation schools, and 15 technical, with 2,293 pupils. Besides these there are 68 workshop schools, with 1,857 pupils. They have 1,428 looms in them, and have sent out, since 1845, 27,373 thoroughly trained weavers. The expenses are divided between the state, province, and communes. There is a royal academy of arts, mining, and manufacturing at Liege, and one of engineers at Ghent, besides art, as applied to industry, is taught in 60 academies and schools, having more than a thousand scholars.

## ITALY

justifies her renewed unity by a renewal of industrial growth which is quite surprising. There were in 1868, 964 secondary technical schools, giving instructions in drawing, mechanics, industrial chemistry, &c., to 42,800 pupils. There were also 132 free technical schools, with 16,955 pupils; 72 assimilated with 6,495, and 55 royal or or principal technical schools having 5,868 scholars; besides, there are 3 superior and 84 institutes of technology, making a total as above stated. In the principal school at Milan there were 252 pupils. In addition to these designed mainly for the use of artisans and mechanics, at Naples there is 1 school of applied engineering and 2 of mining. Besides these, Italy has 29 art schools.

## NORTHERN EUROPEAN.

The Scandinavian states also interest themselves in this special training. Denmark has a polytechnic school of excellent character, and schools of horticulture, agriculture, forestry, and veterinary surgery, with several technical schools, properly so-called. In Norway and Sweden there are academies of arts and design; also of mining and for elementary instruction in agriculture. Sweden maintains an excellent technological institute, and 4 elementary schools; 1 of ship-building, 9 of navigation, and 1 of mining.

Russia has several well organized polytechnic schools, embracing practical scientific studies, and also instruction in turning, carpenter's work, foundery, dyeing, engraving, and machine construction. Shops for all these pursuits are attached. The technological schools at St. Petersburg and Moscow are of the best character. There are 70 normal agricultural schools and 1,000 primary schools, in which practical farming, horticulture, and forestry are taught. There are 80 schools of mining, 1 central academy, and several provincial schools. Besides, there are 15 schools for instruction in naval architecture and steam engineering.

## FRANCE

has paid great attention to this subject. Of government schools there were, under the French empire, (1868,) 2 national schools of agriculture; 9 courses on agricultural sciences in other colleges; 70 farm schools; 1 national agronomic institute; a number of schools for teaching practical draining, irrigation, horse, sheep, and cattle breeding; experimental sheep-folds and cow-houses; besides 3 schools of veterinary surgery, one being termed a college. There is a college and chamber of commerce; 1 school of roads and bridges; 3 of mining, with 19 professors. At Paris we find central schools of arts and manufactures; also the famous conservatory of arts and industry. There are 3 national schools of arts and manufactures located in the provinces. In

Savoy there is a school of watch-making. There is a thorough system of marine engineering and naval schools. The famous *École Polytechnique* at Paris is too well known to need more than a reference as part of the system of scientific training pursued. At Arles the national mining school trains pupils for practical employment as superintendents, foremen, and other officers of government mines. The directors and inspectors are educated at the *École Polytechnique*. The schools above referred to are designed to train managers rather than workmen. France also possesses a large number of local schools--departmental, municipal, and commune. In 1867 there were 250 special schools and public courses of technical lectures and classes in the various departments; 35 farm schools; 21 drawing; 12 of arts and trades; 5 of hydrography; 4 of the technical sciences; 4 of design for textile arts, laces, wall-papers, furniture, &c.; 4 of clock and watch-making; 3 of weaving; 2 for stokers; and a number of separate schools for instruction in agriculture, horticulture, silk culture, mining, practical chemistry, dyeing, &c. More than fifty courses of lectures, &c., were sustained in different manufacturing centers.

## GREAT BRITAIN.

At the present time Great Britain is making marked progress in the way of industrial education. The "science and art department" of the report of the privy council on education for 1869 gives interesting data. The following table illustrates the rapid increase of scientific and art instruction, as applied to industry:

| Year. | Number of schools. | Under instruction. |
|---|---|---|
| 1860 | 9 | 500 |
| 1861 | 38 | 1,300 |
| 1862 | 70 | 2,543 |
| 1863 | 75 | 3,111 |
| 1864 | 91 | 4,666 |
| 1865 | 120 | 5,479 |
| 1866 | 153 | 6,835 |
| 1867 | 212 | 10,230 |
| 1868 | 300 | 15,010 |

There were 780 special classes in these general schools, some having only one and others running up to ten. There is a very complete system of annual examinations carried out under the direction of the department. In the scientific examinations the inspectors are assisted by engineer officers of the army who may be stationed near. The government grants are graduated according to the number of and proficiency shown by the pupils; hence they act as incentives to the teachers. The latest data received (March 1869) show 514 schools, with 1,448 classes and about 21,000 scholars. The navigation schools, of which there are a number, are organized separately. The national geological survey now in progress, the Kensington Industrial and Art Museum, and other instrumentalities, are, by various means, made serviceable to the progress of these schools, through models furnished or works loaned, &c. All scientific investigations under government direction and the mining records office furnish material for the aid of the teachers. The Whitworth scholarships afford a notable illustration of the interest manifested. Mr. Whitworth has founded thirty scholarships, lasting each a term of years, of the annual value of $500, open to competitive examination, and designed for practical machinists, mechanics, and students who may aspire to a thorough scientific training. Ten of these scholarships have recently been awarded. Five of them were gained by working mechanics.

Besides this diffused system of technical instruction, there are a number of royal colleges and museums of mining, geology, chemistry, &c., to all of which are attached free courses of lectures. There is a national art training school, to which a number of national scholarships are attached; there are 771 students in all; 101 local schools are affiliated with this. In them instruction is given to about 20,000 students. Besides, there are nearly 200 night classes, having 4,468 students, and under the recent impetus given to these studies there were reported in England alone (1867) as receiving instructions in drawing, modeling, &c., in 583 schools, as many as 79,441 children.

## INTEREST MANIFESTED BY THE WORKINGMEN.

With the zeal manifested by foreign governments, and the principal employing interests in Europe and here, it is equally as gratifying to note that felt by the workingmen themselves. The answers received by this Bureau give proof of this. The agitation on the relations of capital and labor affords striking evidence. The workingmen are fully cognizant of the fact that, to understand the complex and often subtile issues involved therein, they must acquire a wider intelligence and a more thorough education; hence, they place foremost among their demands on legislation the necessity of enforced attendance on schools; the shortening of the hours of labor for children, so they may attend thereon; and the establishment of technical and special schools for

their own benefit. The chief reason they urge for lessening the hours of adult labor is, whether it be justifiable or not, the need of more leisure for mental improvement. In Europe the subject of enlarged industrial education is a prominent topic among all the labor organizations, conventions, and congresses. The "International Workingmen's Association," a body which aims at uniting all trade and labor organizations in a federative unity, and which has become of considerable importance during the last two years, has given great prominence to this question. At their meeting in Brussels, 1868, one of the Belgian delegates argued that "an education in all the sciences, accompanied by a good religious training, is one of the best ways to make people prosperous and to entertain a respect for good order." The French delegates announced themselves as of the opinion "that the education required for the children of the working classes must include the natural sciences, and a technical course of training which will impart an elementary knowledge of the various manipulations of productive industry." In Great Britain there is no question but that the unceasing demands of the industrial classes, as well as the violent character of the trades' disputes which have occurred there during the half century past, have greatly aided in establishing the necessity for thorough education, by proving that its relations to production and consequent profit or loss are of the most intimate character. The undoubted success of her continental rivals, growing out of superior technical skill and training, has had a great deal to do with the demand of manufacturing England for a thorough education of labor; but so also has the growing restlessness of the workingmen, with their earnest desires for better conditions, had very much to do with the remarkable activity now displayed in Great Britain.

The outrages which have made such hideous notoriety for some English trade unions flourish chiefly among the more ignorant class of mechanics and laborers. It is the universal testimony of all who have studied the condition of labor in Great Britain, that, just in proportion that intelligence increases and education is made more accessible, the success of the great ameliorative efforts already inaugurated there are assured. Coöperative societies are the work of the more intelligent men. Councils of arbitration and courts of conciliation, now forming so extensively, are always successful in proportion to the educated intelligence that prevails. So thoroughly are liberal-minded capitalists and employers in England impressed with the productive force and economic value of education, that, throughout the manufacturing districts, the traveler will see many fine school-buildings, libraries, mechanics' institutes, &c., attached to the great manufactories and carried on under the direction of these employers. The same is true wherever coöperation has succeeded.

## THE FRENCH EXPOSITION AND ENGLISH ARTISANS.

During the Paris Exposition of 1867, the London Society of Arts defrayed the expenses of fifty-two English workmen, representing the principal trades and manufactures, to visit and report on the products and industry there exhibited. Their reports constitute one of the most remarkable of all the volumes devoted to the Exposition. Written, as a rule, with great clearness, simplicity, and directness, they testify alike to the intellectual capacity of the writers and the progress of industrial rivals. This volume teems with tributes to the admirable results achieved by the knowledge and skill acquired through, and directed by, technical and scientific education. Mr. Lucraft, chairmaker, is astonished at the skill displayed by very young men in the Paris workshops. He refers to their carving most delicate and tasteful designs, generally their own. He always found such workmen to have been pupils of the Paris art and technic schools. "The mere mechanical workmen," he says, "stand not the slightest chance with the workmen of cultivated taste." Messrs. Kendell & Caunt, hosiers, after what their report shows to have been careful examination, testify: "There can be no doubt that the superior education that is given to the working classes on the Continent gives them an advantage in some respects." Thomas Connolly, stone mason, says: "It is impossible to estimate the loss entailed upon England through the neglect of art culture in every form." This is said after an enthusiastic tribute to the skill and taste displayed by his fellow-craftsmen in Paris. Mr. Randall, painter on chinaware, argues that the state ought to furnish art education to its citizens. "The Frenchman," he says, "has excellent schools to give him such culture." With considerable force Mr. Randall observes: "How few men know anything of the material in which they work. Yet such knowledge would sweeten daily toil, would open the treasure-house of thought, and enable a man to convert to new uses elements of force by which he is surrounded, and enrich the nation by adaptations and modes of economizing means now in use." Mr. Huth, one of the English jurors, says that the cotton production of European countries showed clearly "that there is not a machine working a machine, but that brains sit at the loom, and intelligence stands at the spinning wheel." Mr. McConnell, engineer, declares that England must soon adopt a system of technical education, or be driven from the markets, not even holding her own as to cheapness. Mr. Winstanley argues for the organization of technic schools with workshops attached. Mr. Whiteing declares that in France "a due provision for art education, for instance,

is not a favor on the part of the administration, but one of the conditions of its continuance."

## CREUZOT.

The value of industrial education is made most striking by the results seen in the town of Creuzot. All English testimony is unanimous as to the character of the work there manufactured. J. Scott Russell, Mr. Samuelson, M. P., and other eminent authorities, declare that Mr. Schneider has, by a thorough system of technical training, placed a generation of educated workmen at his disposal. Mr. Russell affirms that it will take twelve years of unremitting effort for England to reach the same degree of skill as these educated workmen and scientific superintendents have attained. Nor is the mechanical skill the only or best results achieved. The frugality and temperance of Mr. Schneider's employés, several thousand in number, make Creuzot a model town in all respects. There are several thousand people in it, of whom seven-tenths are owners of their own dwellings; while the youth and adults who cannot read and write (though few in number) are nearly all strangers—persons not born or trained in the place. The same testimony is given with regard to the Krupp foundery and connected town in Prussia, where every foreman, superintendent, draughtsman, &c., is a graduate of the higher technical schools. Similar statements are made of Mulhouse, Guise, and other French *ouvrier* towns, in which the necessity of technical education has been most apparent and best supplied.

Mr. Russell declares that fifteen years is required for the theoretical and practical training of a skilled artisan—meaning of course in workshop as well as school. Dr. Lyon Playfair, recognized as among the foremost authorities on this question, in a report to the English government declares that the one cause tending to make continental manufactures superior to English is that Austria, Prussia, France, Belgium, and Switzerland "possess good systems of industrial education for the masters and managers of manufactories and workshops, and England possesses none." Mr. Samuelson, M. P., the leading iron ship-builder on the Thames, says, after giving the whole subject a thorough examination: "I do not think it possible to estimate precisely what has been the influence of continental education on continental manufactures. * * * That the rapid progress of many trades abroad has been greatly facilitated by the superior technical knowledge of the directors of work everywhere, and by the comparatively advanced elementary instruction of the workers in some departments of industry, there can be no doubt."

## INFLUENCE OF ART INSTRUCTION.

At a congress of educators and others, held in Brussels, September, 1868, to consider the best system for popular art instruction, the testimony to its value, as adding to the productiveness of labor was quite unequivocal. Janssen Smit, director of one of the best industrial and art schools, said: "I do not hesitate to say that, by the experiences and education of the industrial workshop, (referring to the workshop schools so common in Belgium and France, as well as other European countries,) more than by the teaching of some special useful art, Paris has monoplized the trade of the world in almost all articles whose value lies in their artistic taste. Art instruction," M. Smit, continued, "is a powerful means of popular education; it exercises on the workingman an eminently civilizing influence; it polishes his manners and gives him calm and serious tastes." Again, "Art in itself will exercise an immense influence on the aptitude and the success of the workingman." M. Vischer, who presided at the congress, declared the question to be "by what means we can place in the hands of all men, and particularly the workingman and mechanic, a new instrument to increase their personal capital—the power of usefulness and enjoyment." Evidence of this character might be indefinitely multiplied. Each but cumulates the evidence proving that education—not the mere elements, but that higher culture which throws open the arcana and enables the student to apply his knowledge—tends not to the creation of wealth alone, but to the improvement of man in all that is of individual benefit and constitutes his value to the community at large. In one of the replies sent in response to the questions addressed by the Bureau on this subject of the relations of education and labor, there is a sentence which, strongly epitomizing as it does the labor view, is here quoted: "Aye, education, not only of the alphabet and the multiplication table, but a general popular education in the full meaning of the word, is the panacea for all the social evils and injustices, because it renders men less submissive to evils of human creation which may be remedied by human efforts." A volume might be expanded from that and fail to express it more pertinently.

## THE FACTORY SYSTEM AND ITS DANGERS.

It is rather surprising to find that, in Massachusetts even, under the high pressure of production and profit which the development of her manufacturing system has aroused,

there is some danger of neglecting educational advantages, at least so far as children employed in the cotton and woolen mills are concerned. Recent investigations show some surprising facts in this regard, evincing disregard of the law on the part of employés and parents, which justifies the demand for a compulsory system now being made.

Hon. Henry K. Oliver, in charge of the Massachusetts State Bureau of Labor Statistics, argues in the report for 1869 for such a law, especially with reference to factory children. He recommends that no child under thirteen be allowed to work in these mills, and no child but eight hours per day, and only then if possessed of a good elementary education. With great force Mr. Oliver says: "There is no remedy for the wrong of depriving children of a proper education, and for the greater evils that will ensue if an ignorant class of persons is permitted to grow up, to increase and perpetuate a debased class crowded upon us, threatening danger, nay, already weakening the very foundations of the republic."

In response to a suggestion made by Mr. Oliver, there was established in 1868, at Salem, a school designed directly for children, the hours, &c., being regulated to suit their needs. John Kilburn, esq., superintendent of the Naumkeag Steam Cotton Company, writes of the effect of this school that "it has proved an eminently successful institution and source of comfort to the mills of this company." Mr. Charles J. Goodwin, agent of Indian Orchard Mills, says, as one result of a similar school, that "a marked change for the better is seen in the deportment and personal appearance of the children." Similar facts and statements might be multiplied almost indefinitely. In a report to the legislature, made in 1867, by a committee appointed on the "hours of labor," of which the Hon. Amasa Walker was chairman, the majority urgently advocates a higher education for the industrial classes. They pertinently point to the fact that there has been for years a growing disinclination on the part of American workmen to enter on, or continue in, the mechanic arts and trades. The reason is apparent: intellectual ambition and activity find but few opportunities. The report already referred to says, in reference to the proper use to be made of shorter hours of labor, that "we must educate our children to fit them for even the mere drudgery of labor. With the increased skill and intelligence of the laborer, the improvement of machinery, and the increase of wealth, the desire and capacity to enjoy leisure will surely come, and the desire will be gratified." "It is not enough," the minority report by Mr. Rogers, of the same committee, argue, "that the laborer have education in childhood; he must have the means of constant improvement and progress in manhood." The economic use and aggregation of capital caused by the application of science to manufacturing purposes have necessarily changed the condition of vast masses of persons, rendering concentration in large numbers necessary. Yet the conditions of education have remained unchanged. Well arranged as was our public school system for the state of society existing even a generation ago in New England, it has not yet enlarged itself to meet the wants of the changes now being effected, and the evils of illiteracy, or, what is perhaps as dangerous, those arising from mistaking the rudiments or mere implements of education for education itself, are becoming too apparent. In a recent petition to the Massachusetts legislature, calling for a strict apprenticeship system, the evils flowing from the want of special industrial training are referred to in strong terms. The petitioners say that "human labor is so connected with exalted mental and moral capacities that it of right ought to have higher consideration than merchandise." Massachusetts is moving in the matter of special instruction, as well also as in that more fundamental one, of seeing that the constantly increasing class of children employed in its mills and factories shall not, either from cupidity and carelessness of parents or corporations, or both, be allowed to grow up in ignorance.

## CONCLUSION.

The questions and answers with which this paper closes are of a character to need no introduction beyond that given by the facts presented. But a small number of answers have been received up to the date of closing the report for the printer; a fact which is to be regretted, as they show great interest on the part of the gentlemen from whom replies have been, and are now being, received. In themselves they afford proofs of the need and value of a high degree of scientific and technical education as a wealth-producing and social-politico instrumentality, and, with the facts adduced in regard to European efforts in this direction, present striking reasons for an increased and continued endeavor to secure and facilitate a more thorough training in the industrial arts and sciences, as well as general knowledge for the working people of the United States.

In this connection the remarks of Dr. Lyon Playfair, at the recent meeting of the British Social Science Association, upon the questions under consideration are weighty and opportune. The English savant advocates the training which shall best fit a man for his place in life. After referring to certain English schools, and to ancient law requiring compulsory education for certain classes, he says: "This main idea of fitting a man

for his work was vigorously supported by our old reformers. John Knox held firmly by it, especially in his scheme for secondary education, which, unfortunately for Scotland, was never adopted, though his plan for primary education was. In the former he announced that no boys should leave school till they had devoted a proper time to 'that study which they intend chiefly to pursue for the profit of the commonwealth.' This is the old conception of the object of education, and reappears at the present day under the modern garb of 'technical education.' All the reformers urged its necessity, especially Luther and Melancthon. Most European states have held fast to the idea with more or less of development, but it has vanished utterly from our English schools.

"Our primary schools, on the whole, do not teach higher instruction than a child of eight years of age may learn. In our class of life, our children acquire such knowledge as a beginning; with the working classes they get it as an end. What an equipment for the battle of life! No armor-plate of knowledge is given to our future artisan, but a mere thin veneer of the three R's, so thin as to rub off completely in three or four years' wear and tear of life. * * Under our present system of elementary teaching, no knowledge whatever bearing on the life-work of the people reaches them by our system of State education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made subjects of surpassing interest and importance to them during their whole life; and yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no schoolmaster tells the poor miner the nature of the explosive gas which scorches him, or of the after-damp which chokes him. Boilers of steam-engines blow up so continually that a committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor stokers who are scalded to death or blown to pieces were never instructed in the nature and properties of steam. In Great Britain alone more than 100,000 people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never imparted to them at school; they have no chance of learning them afterward, as they possess no secondary schools. The mere tools of education are put into the hands of children during their school time without any effort being made to teach them how to use the tools for any profitable purpose whatever; so they get rusty, or are thrown aside altogether. And we fancy that we have educated the people! Our pauperism, our crime, and the misery which hovers on the brink of both, increase, terribly, and our panacea for their cure is teaching the three R's. The age of miracles has passed by, and our large faith in our little doings will not remove mountains. It is best to be frank. Our low quality of education is impoverishing the land. It is disgracefully behind the age in which we live and of the civilization of which we boast, and, until we are convinced of that, we cannot be roused to the exertions required for its amendment. This is no new complaint, and has been long ago made by far higher authorities than myself."

Though Dr. Playfair speaks directly to an English audience, and aims, therefore, to illustrate English necessities, there is no one who has examined the relations of labor and education in the United States, however superficially, but what will acknowledge the applicability of his criticisms to our own circumstances. The answers received, especially those from workmen, forcibly illustrate this.

RICHARD J. HINTON.

## INQUIRIES AND REPLIES RELATING TO FOREGOING PAPER.

### CIRCULAR OF INQUIRY.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
*Washington, D. C., October*, 1870.

SIR: The object of this Bureau in making the annexed inquiries is to ascertain your views with regard to the effect of education on industry, all other things—as natural ability and length of time employed in a given pursuit—being equal.

It has been claimed that the mere ability to read and write, by even an unskilled laborer, adds one-fourth to his value as a member of the community. This claim, if true, must be capable of demonstration through the observation of intelligent persons.

The following inquiries will be sent to employers or superintendents, to workmen, and to those observers who, as far as may be, are not embraced in either the first or second class. It is the desire of the Commissioner to combine the testimony from these three sources. You will confer a favor by returning to this office such answers to these questions as you are able to give from experience and observation, adding also such other information as may seem to you pertinent to the subject.

Very respectfully, &c.,

JOHN EATON, JR.,
*Commissioner.*

## QUESTIONS TO EMPLOYERS.

Answers have been received from the following gentlemen:
(*a*) American Standard Tool Company, manager of, Newark, New Jersey.
(*b*) Anderson, A., superintendent Kansas Pacific Railroad, Lawrence, Kansas.
(*c*) Anthony, Hon. J. B., tool works, Providence, Rhode Island.
(*d*) Baird & Co., Baldwin Locomotive Works, Philadelphia, Pennsylvania.
(*e*) Bay State Company, manager of, Worcester, Massachusetts.
(*f*) Blodgett, Hon. Foster, railroad superintendent, Atlanta, Georgia.
(*g*) Cooke, George L., American Horse Nail Company, Providence, Rhode Island.
(*h*) Faey, J. A. & Co., car builders, Cincinnati, Ohio.
(*i*) Franklin, General W. B., manager Colt's Rifle Works, Hartford, Connecticut.
(*j*) Gibbon, William G., machinist and iron ship builder, Wilmington, Delaware.
(*k*) Greenwood, Miles, machinist, Cincinnati, Ohio.
(*l*) Guild, Chester & Sons, tanners, Boston, Massachusetts.
(*m*) Harlan & Hollingsworth Company, iron ship, engine, and car builders, Wilmington, Delaware.
(*n*) Ingersoll, George L., superintendent Cleveland Iron and Nail Works, Cleveland, Ohio.
(*o*) James, G. W., planter, Gainesville, Florida.
(*p*) Lyon, James & Co., glass works, Pittsburg, Pennsylvania.
(*q*) Mead, C. V. & Co., rubber works, Trenton, New Jersey.
* Mundella, Hon. A. J., manufacturer, Nottingham, England.
(*r*) Prang, Louis, art publisher and lithographer, Boston, Massachusetts.
(*s*) Smith, Hon. J. G., manufacturer, Providence, Rhode Island.
* Thomas, General Samuel, iron foundery, Zanesville, Ohio.

NOTE.—The answers of the gentlemen whose names are indicated with an asterisk (*) will be found embodied in the Commissioner's report.

Question 1. Have you employed a number of persons as laborers? What town? State? Character of the labor?

Answers. (*a*) Skilled and unskilled, manufacturing fire-arms, tools, and similar articles. (*b*) Clerks, agents, machinists, carpenters, joiners, painters, and common laborers. (*c*) Machinists, blacksmiths, and laborers. (*d*) Building locomotives, mainly skilled. (*e*) Shoemaking. (*f*) Machinists, carpenters, blacksmiths, and all branches of railroad work. (*g*) Nail-makers, machinists, general work. (*h*) Construction of machinery for working in wood. (*i*) Manufacture of arms, machinery, and the operations connected therewith. (*j*) Machinists and iron boat builders, boiler-makers, and laborers. (*k*) Molders, machinists, blacksmiths, laborers, clerks, draughtsmen, &c. (*l*) One hundred and twenty-five skilled and unskilled, tanning and currying, care of machinery, some quite intricate. (*m*) In construction of iron ships, engines and boilers, passenger and freight cars. (*) In the manufacture of hosiery. (*n*) Skilled and unskilled in iron and nail works. (*o*) Planter, negro labor. (*p*) Glass works, skilled and unskilled. (*q*) Manufacture of India-rubber goods. (*r*) Lithographic printing and processes connected therewith. (*s*) In manufacturing, mechanics, farming and day laborers; for forty-five years. (*) In all manipulations of iron ore from the mine to the foundery, skilled and unskilled.

Question 2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?

Answers. (*a*) Yes. Though it is a rare occurrence that there is a person in this community who is totally destitute of some education. The best educated, as a general rule, excel. (*b*) I have. (*c*) This I believe to be a well-settled fact. (*d*) Yes. (*e*) We have observed a vast difference. (*f*) Such persons have more skill and fidelity, because of their general information and consequent freedom from prejudice, incident to ignorant persons. An educated intelligent artisan is worth 50 per cent. more than an ignorant one. (*g*) Unquestionably. (*h*) Yes. (*i*) Yes. (*j*) Very marked. (*k*) Yes. (*l*) This question, like some of those which follow, is so simple, and the reply so obvious, that it is a matter of some surprise that it should be a matter of question at all. We answer yes. (*m*) The difference is most marked. Those having some education invariably advance to leading positions, while the opposite seldom rise above laborers. (*n*) We are at serious loss by the ignorance of laborers, and find great odds in favor of Germans and other "educated" labor. (*o*) Yes. I have observed that the negro who was making an attempt to educate himself, and who was partially educated, was mostly preferable to an uneducated negro. (*p*) Yes. (*q*) We think those who are educated excel. (*r*) Cannot answer these questions definitely, my observations have not been extensive enough. (*s*) Education is and has always been a very important recommendation for all classes of labor.

Question 3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity

men; should all be thus educated, I presume the relative positions of men would be the same as at present—ability and opportunity governing position and wealth. (*g*) His opportunities for ready employment at high wages would be much enhanced, and he would be eagerly and readily sought after, in preference to those who lacked these acquirements, in those establishments requiring a reasonable amount of intelligent labor; there are certain kinds of labor which do not require the employment of those who can even read or write; but a knowledge of these would give the possessor the preference, at same wages. (*h*) Cannot say just how much; it would add very materially to his ability as a mechanic and producer. (*i*) In general, it would cause a material increase in the man's power of producing wealth; the amount of increase hard to determine; it would, I think, increase this power one-half, and double his wages. (*j*) From 25 to 100 per centum. (*k*) Would think the advantage of a good education to be equal to from 10 to 20 per cent. producing power, and would command that advantage or increase of wages. (*l*) Perhaps the study of algebra is not so very important to the laborer and the mechanic; but those of natural philosophy, chemistry, and geometry are, as the principles of those sciences are intimately blended with even the simplest mechanical operations and the most menial duties. (*m*) Would increase their wages from 200 to 300 per cent. (*n*) It is difficult to estimate with any accuracy; I have tried some experiments in this line, with much satisfactory results. (*o*) It would increase his productiveness by over one-half; it would increase his wages by over one-third. (*p*) We cannot answer this from our own experience. (*q*) Wages, as a laborer, would increase but little; in producing wealth, we think, 100 per cent. (*r*) I can only answer, in a general way, that a man without any education will only be fit for the menial work in our business; whereas the higher his education, the higher the place he will be fitted to occupy, and his value may be doubled or tripled. (*s*) Those possessing the common school education are generally most productive.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labors by new methods, or in improvements in implements or machinery? And if so, how much does this inventive skill add to his power of producing wealth?

Answers. (*a*) It does, providing it is coupled with the proper natural abilities that will enable the workman to discriminate correctly what would really be improvements before incurring the expense of construction; in that case it would add 10 to 100 per cent. to his powers of producing wealth; otherwise it would prove a detriment, which is the case four times out of five, by diverting his attention from regular pursuits. (*b*) Capacity is increased directly in proportion as the mind is expanded or enlarged, not in proportion, at all, to what the man knows. Cannot answer last question. (*c*) I hardly dare say how much educated men excel the uneducated. I have observed this: where an uneducated man makes a discovery, or conceives of an improvement, he is rarely able to put it into inteligible form without calling an educated man to his assistance. I have known instances where persons have had ambition to do this thing, and to equal their neighbors, but who failed from lack of education, particularly from inability to closely calculate. (*d*) Yes; very considerably. (*e*) This depends upon his practicability. (*g*) Undoubtedly; in proportion to his ability; the more skillful he is the greater pay he receives. (*h*) Very materially; cannot say how much. (*i*) The higher the technical and other education of a workingman, the more readily will he fall in with new methods and improvements in machinery, and the more apt he will be, other things being equal, to invent labor-saving machines; the increase of his power of producing wealth, in consequence, may be incalculable; in general, he would increase wealth twice as fast as he would without it. (*j*) It certainly does, in general, though certain sanguine temperaments are apt to run after abstractions in mechanics to a degree that damages their usefulnesss; of course, this class produces no wealth. (*k*) Am of the opinion it does, but have not had sufficient experience with such a class to be able to give a reliable estimate of the advantage. (*l*) It is quite observable how many useless strokes and movements even the common laborer will take, which might be avoided and the work better accomplished, with a knowledge of mechanical forces; and in manufacturing branches of industry, as also in agriculture, many expensive mistakes and blunders might be avoided, better goods and wares might be manufactured and larger profits secured, by a more general diffusion of scientific knowledge. (*m*) It does, and his value is increased always in proportion to his skill and inventive ability. (*n*) Very much; it cannot be estimated. (*o*) Yes; and by over half. (*p*) We cannot answer from our own experience. (*r*) I should prefer the person trained in the common school.

Question 6. Would you generally prefer, or not, a person who had been trained in the common school for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?

Answers. (*a*) We would prefer the one that had been trained in the common school, on the principle that the more knowledge a person possesses the more valuable he can make himself to his employer. (*b*) Would depend upon the duty required. Generally, the educated man is to be preferred. But in these days the capacity to do mischief by strikes, combinations, &c., increases in proportion to training. (*c*) Very much; a man

with no education whatever must do the merest drudgery. (*d*) Yes. (*e*) We should take a person who had. (*f*) Yes. (*g*) I would, decidedly. (*h*) Would prefer such by all means. (*i*) I would prefer one trained in the common school. (*j*) Always. (*k*) Would prefer the educated always. (*l*) Prefer the educated; not merely on grounds stated above, but the mingling of the children of the poor and depraved with those more favored, tends to impart better manners and higher moral tone. (*m*) We always prefer persons with education over those uneducated. (*n*) Give them the preference by at least 25 per cent. in wages. (*o*) Yes; I should vastly prefer a laborer who had been trained in the common school to one who had not. We would, but never ask that question in employing men. (*p*) Can't answer. (*q*) Of course. (*r*) I should prefer the person trained in the common school.

Question 7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?

Answers. (*a*) Those possessed of superior education in the business we would engage. Knowledge is wealth, where skill is exercised with fidelity and honor, in a manufacturing business at least. (*b*) Always prefer those who can read and write. Generally the better educated the foremen the better they do, the rule has very many exceptions, however. Common sense and the natural power to manage men are often worth more than the best education. (*c*) The latter; no one can doubt how to answer this question. (*d*) Educated men. (*e*) We should take those, preferring superior education. (*f*) The best educated men of course. (*g*) I should have no hesitation in choosing those who had the best education; I would not employ one unable to read and write in those positions. (*h*) The educated. (*i*) Those possessing a superior education. (*j*) Prefer always the highest education. (*k*) Would in all cases choose those possessing a superior education. (*l*) Prefer the educated, and the more superior the education the better. (*m*) The latter always preferred; would not employ a person who could not read and write for positions of trust, or as foremen or superintendents. (*n*) By far men of superior education. Such men with practical knowledge of our business command almost unlimited salaries. (*o*) In answer to question No. 7, I should say emphatically that those possessing a superior education were the best; and not only that, I should prefer, all other things being equal, the man of the greatest intellectual culture. (*p*) Those possessing a superior education. (*q*) Those that have the highest education. (*r*) Would prefer the educated person. (*s*) Those having a good common-school education.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen; do they, as a class, live in better homes and more comfortable surroundings; are they more idle and dissipated than the untaught classes; how do they compare for character, for economy, morality, and social influence among their fellows?

Answers. (*a*) Mental culture elevates the personal and social habits as a general rule; live in better houses and more comfortable surroundings as a general rule. they are less idle and dissipated; mental culture, as a general rule, favors economy. morality, and gives social influence among their fellows and the community at large. (*b*) The general tendency of mental culture is to elevate and improve. and lead to cultivating all the moral and social virtues. A cultivated person seeks to improve his condition at home and in all his surroundings. Uneducated men, as a rule, let things go about as they are. They are more idle. more addicted to low tastes and dissipation, and occupy a lower place among their fellows that educated men have. There is a great difference as to the social and personal habits; yes: less idle and dissipated. As to character for economy. morality, and social influence, there is a great difference: as to their dissipation and idleness. we find this due to early education and associations: educated persons generally more reputable. (*f*) Mental culture improves the personal and social habits; they live better; are better; take care of themselves and their family possessions and social position. (*g*) They are more valuable. and therefore better pay. and consequently take pride in their homes and dissipation decrease with them as their mental culture increases. A good mechanic is the peer of any of his associates. (*h*) Mental culture makes a vastly superior. (*i*) Mental culture makes a vast difference in the habits of workmen: the educated live in better houses and more comfortable surroundings: they are less idle and less dissipated. Mental culture improves their economy not very much. Tending to the refinement of the employer in his relations with his men. The educated are more sociable. and have a higher regard for others. have better care for themselves. are more temperate and moral: exert a better influence. As to this question has been something [illegible]

in our employ are mostly the best educated, in their respective stations, that we can procure; are encouraged to acquire a little homestead for themselves, and thus become identified with the locality; they send their children to the common schools, and, by receiving their pay weekly, are enabled to pay as they buy, which they are expected to do, and thus keep within their income. (*m*) They live in better houses, and with better surroundings; they are more industrious, because ambitious to accumulate means; the educated always exert an influence over the uneducated, and in all other respects, as referred to, are superior. (*n*) The effects of education, in our experience, are decidedly beneficial; elevating and profitable pecuniarily; the better the education, the less inclined to vice, and the better they live. (*o*) In reply to the first, I cannot believe that education makes much difference as to their personal habits; in reply to the second, I can cite instances to show where the greatest thief lives in comparatively the most thriving style; as to the third, I think there is very little difference as to negro labor. (*p*) Mental culture improves the personal social habits of the men; they live better in every respect; are more industrious; they are more inclined to lay up a portion of their wages; their associations are generally good; they are more respected. (*q*) All in favor of education and mental culture; should any one doubt this in this age? (*r*) Excel them greatly in all respects. (*s*) Those having limited privileges have generally become the most influential; in most cases, within my knowledge, men who have prospered to a greater extent.

### WORKMEN'S ANSWERS.

* Browning, J. W., bricklayer, New York.
(*a*) Olum, Thomas, cigar-maker, Syracuse, New York.
(*b*) Coöperative Foundry, manager of, Rochester, New York.
(*c*) Davis, Thomas H., mining and engineering, Massillon, Ohio.
(*d*) Douai, Adolph, printer and editor, New York.
(*e*) Flanagan, John, iron molder, Pittsburg, Pennsylvania.
(*f*) Grogan, James, pianoforte-maker, New Haven, Connecticut.
(*g*) Holstead, Charles H., machinist and carpenter, Mentz, New York.
(*h*) Huston, James E., printer, &c., Elmira, New York.
(*i*) Lainty, James, iron works, Rochester, New York.
(*j*) McCarthy, William J., mining, engineering, &c., St. Clair, Pennsylvania.
(*k*) O'Hara, James, shoemaking, Rochester, New York.
(*l*) Owen, William E., coal mining, Caseyville, Illinois.
(*m*) Rihl, C. H., bricklayer, Indianopolis, Indiana.
(*n*) Shufflebotham, Eli, carpenter, Albany, New York.
(*o*) Saffin, William, iron molder, Cincinnati, Ohio.
(*p*) Simpson, Frank, miller and laborer, Albany, New York.
(*q*) Stockton, Aaron W., ship-builder, Baltimore, Maryland.
(*r*) Vincent, John, printer, New York.

NOTE.—The paper marked with an asterisk (*) will be found in the Commissioner's report.

Question 1. Have you, as a workingman, observed a difference in the skill, aptitude, or amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) I have not in the branch of business that I work at, but in other branches, such as carpenter, bricklayer, stonecutter, and machinist, I have. (*b*) Yes; a material difference. (*c*) I have observed that the educated man is by far superior to the uneducated; at least one-fourth. (*d*) As a type-setter and printer; when I learned the trade in San Antonio, Texas, in a printing office, which was later my own, I found a most decided difference in favor of well-educated persons; not only do they learn the trade faster, but their type-setting is much more correct, and faster, especially when the manuscript is in a foreign language; it is for this reason that German type-setters, educated in Germany, are, all over the world, preferred to those of other nationalities; they are better at work in foreign languages. (*e*) Yes; I consider education as a great assistance in all classes of labor. (*f*) I have always noticed that an educated man can do more work, and do it better when taste has to be displayed, than an uneducated man, in the same amount of time; and the reason is, in my opinion, an educated man takes advantage of a great many circumstances which are not presented to the mind of an uneducated worker; yet, I believe a man can be reared up to any business, and become proficient without an education, though I believe it would increase his powers to have one. (*g*) In laying out work, I have; but none in the handling of tools. (*h*) I have; in our business it is demanded that a person shall have at least a common-school education, and if possessed of the higher branches of study, their progress in labor is more apt. (*i*) I have observed those who have had a good common-school education and taken advantage of it, are at least 10 per cent. better than any others, and earn at least 10 per cent. more. (*j*) I have observed that the skill and services of an educated workingman are superior to those of an

uneducated workingman, independent of their natural abilities. (*k*) I, as a workingman, have observed a difference in the skill of an educated over that of an uneducated person, but not in amount of work executed. (*l*) Have found a wide difference. (*m*) I have; I have seen very good mechanics who had a very limited education; still, one with an education is preferable. (*n*) I have, basing my observations on an experience of over forty years. (*o*) I have; in no business, perhaps, is education so little thought of as a necessity; and yet, in none is the effect of its application so marked as in the business of iron molding. (*p*) I have. (*q*) As to aptitude, the amount or neatness of work done, there is very little difference with the educated or non-educated, except when lines of a peculiar shape are to be obtained. (*r*) In skill and aptitude, yes; in the amount of work, I am unable to state.

Question 2. Where were your observations made; town; State; in what occupation were the laborers engaged?—Answers. (*a*) Syracuse, New York; in the making of cigars in particular, and the building trades and machinists. (*b*) Rochester, New York, manufacturing stoves. (*c*) Massillon, Ohio, and in other States; in mining coal, blasting rock, sinking slopes, shafts, setting pumps, laying track, and carrying air into mines. (*e*) Pittsburg, Pennsylvania, molding in foundery. (*f*) Carving, turning, blacksmithing carriage-making, and various other occupations; in New Haven, New York, Boston, New Orleans, Chelsea, Cambridge, Jersey City, &c. (*g*) Mentz, New York, in machine and carpenter shops. (*h*) Elmira, New York; in printing and other trades, as well as on farms and in State work. (*i*) Rochester, New York; in the iron trade. (*j*) St. Clair, Pennsylvania; mining, engineering, carpentering, and common laboring. (*k*) Rochester, New York; shoemaking. (*l*) Caseyville, Illinois; coal mining. (*m*) In several States; principally in bricklaying. (*n*) In New York and elsewhere; principally among carpenters and joiners. (*o*) In many of the States, and in Canada, my position as President of the International Iron Molders' Union, calling me to many places; in machine, stove-plate, and hollow-ware molding, especially, and in the various occupations depending thereon. (*p*) Albany and other places in New York; among teamsters, millers, farm and day laborers. (*q*) Baltimore, Maryland; ship joining and house carpentering. (*r*) Massachusetts and New York; among printers.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And if so, how much would such additional skill tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) They do, in some branches. I am not prepared to say how much it would tend to increase their productiveness or their wages. (*b*) I should say 10 to 15 per cent. It would increase their wages one-fourth. They are not so apt to make these disastrous strikes; let the market go down, uneducated men will not believe it, and therefore strike against any reduction in their wages, while the educated portion read the papers. understand the condition of the markets, and know the operators must cease work if men insist on high wages. They are not so apt to get drunk, thereby neglecting their work and their families. The educated are not so rebellious and revengeful if compelled to give up beat on strikes. (*c*) They do show more aptitude, skill, and fidelity than those that are not able to read or write; but it is my opinion that it has little to do with the amount of wages received. As the only way wages are governed is by supply and demand or by strikes, brute force, and not intelligence, is looked for by most employers. Cheap labor commands more respect than educated; the question being how little will you work for? not, are you educated? (*f*) I do not think it would have any influence on a man's skill; and as for fidelity, I think a man's natural honesty and religious training will govern that more than reading and writing. It is some benefit to a man to know how to read, also a pleasure; yet if a man worked in a lumber-yard, reading and writing simply might procure him a situation of overseer over his associates who could not read or write; I don't know of any further benefit. (*g*) I consider that a mechanic must be possessed of a common-school education, and ought to be a good mathematician. An ordinary penman and mechanic, from my own experience and observations, in the work at those trades of which I am a member, such as carpenter and joiner, pattern-making, and millwright, cannot be a profitable man to employ unless he does possess some knowledge of arithmetic and can write; I would not employ one without, to place any responsibility upon him. (*h*) To the first, at least 50 per cent.; their wages would increase in proportion. (*i*) Those who are ignorant of letters are just as faithful servants as the educated, but are not within 10 per cent. as useful, either to themselves or their employers, in a pecuniary point of view, as the educated. (*j*) Those who can read and write show more skill than those who cannot read and write. By being able to read they gain knowledge through reading scientific papers and natural philosophy. A carpenter that is well learned in mathematics, especially square root, can plan and lay out more work in one day than a carpenter devoid of mathematics can do in two. As to the miner that can read, his services are worth more than the miner that cannot; by being able to read, the miner can learn more of the coal strata and its gases than he who cannot, and so be more useful

every way. (*l*) I cannot say that a person who can merely read and write shows any more skill or fidelity than a person who cannot do so. (*l*) I find that education has a great effect on their skill as laborers; places them far ahead and superior to those unable to read and write. In coal mines, as a general thing, it increases the productiveness of their services in several different ways; probably makes an average increase of one-fourth or one-fifth more over the other class. (*m*) Those who have an education do show more skill than those who are unable to read and write, and this superior skill would be worth to them from fifty cents to one dollar per day more than the other class. (*n*) I can unhesitatingly state that those artisans or laborers who have received what I may call a good common-school education have, in general, been more skillful and productive than those who have not had such advantage, or who have willfully neglected the opportunities afforded them. I consider that those who retained the knowledge of their studies at school have proved to be, on an average, 10 per cent. more productive, and consequently deserve an equal amount additional to their wages. (*o*) To the first question, by striking out the words "and fidelity," I would answer, yes, most certainly; my reason for striking out those words, to be as concise as possible, is because education makes a man know and feel, to a greater extent, the wrongs inflicted upon labor, and his fidelity to those whom he considers oppressors should not be relied on. The second question contains an assertion which is contrary to the facts; additional skill and productiveness do not, in many cases, bring additional wages, as can be clearly demonstrated by facts. (*p*) As to those who merely possess the rudiments of education—of reading and writing—and those that do not, there is very little, if any, difference in skill or fidelity, either as common laboring work or as ordinary mechanics; but, in my judgment, the higher a laborer is educated the more useful he becomes to the community in which he lives; it gives him the means of elevating himself, and to increase the productiveness of his services and likewise his wages. (*q*) In the printing business workmen must of necessity be able to read and write. The educated workmen, as a rule, attain the greater skill; such is the impression formed from my own observation. As regards fidelity, the difference, if any, I have failed to observe. I have known instances of the best scholars making no progress at the trade beyond that they have attained after a few months, after working two or three years, simply from the fact that their minds are not on their work. (*r*) A higher degree of education (such as mentioned) would most decidedly increase the ability of the printer to add to the wealth of the community indirectly, and enable him to receive higher remuneration, though not as compositor, but still in the business, editing, proof-reading, superintending, &c.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.,—give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) It would give a mechanic, such as a bricklayer, stone-cutter, machinist, carpenter, joiner, shoemaker, &c., all the profits accruing from his own labor, for he would then be able to take a contract and do his own work and receive the benefits of the same, which, in my opinion, he is justly entitled to. (*b*) Do not believe that an advance in these higher branches of education would tend to increase a man's ability as a laborer or ordinary tradesman, except in exceptional cases. (*c*) Well, it depends on circumstances; there are times that this class of knowledge would in part be very useful, as in the case of foremen; they should be practical men; for want of this you seldom see a miner acting as superintendent. Arithmetic is very necessary to every miner for keeping account of his coal, adding it up and deducting expenses, so he knows what he has made. We invariably dig coal by the ton or yard, and when one don't understand, they may pay what they please and you know no better. (*d*) Not very considerably at work for wages; a great deal in filling a responsible position besides. The greatest profit I always saw realized by the transition into one's own business. (*e*) Those things may increase the wealth of the employer, but scarcely ever the wages of the man. It makes no difference to Mr. Sampson, of North Adams, if his coolies can read or write; it is low wages and docility he wants, rather than education. No morality entered into his calculations. (*f*) The more thorough a man's education is, particularly in drawing, arithmetic, &c., the better he is fitted for mechanical pursuits. There is one drawback to this; the youth, now-a-days, think it menial to learn a trade or work in a shop if they have the education to make them superior workmen. (*g*) I do not consider that a person must possess a high degree of education to become a skilled mechanic; yet to become a first-class artisan he must understand draughting and arithmetic; one that understands those will of necessity understand all that is required to be a successful mechanic, and would command better wages—say, one-fourth better. (*h*) In my opinion at least one-third. (*i*) It is impossible for a conscientious man to answer this question; the few workingmen who are posted in these things are but isolated cases, and it would not be fair to judge by them. My opinion is that a good mechanical education would add at least 25 per cent. to a man's usefulness in mechanical pursuits. (*j*) The educated miner commands more wages, sometimes

two and three dollars per week; besides the educated miner is not so often injured or burnt as the uneducated miner, unless it is the carelessness of others. The educated carpenter and common laborer generally receives more wages than the uneducated carpenters, some as high as one dollar per day, and laborers fifty cents per day. (*k*) I consider that a person who attains a high degree of education, such as a knowledge of arts and sciences, and a good practical knowledge of arithmetic, bookkeeping, algebra, &c., would increase his ability tenfold and give him an advantage of 25 per cent., in producing wealth, over a person who had not attained that degree of education. (*l*) It would place them on a scale that would enable them to occupy a higher position in society, and enable them to apply for some occupation receiving a higher remuneration than is paid for mere hard or physical work. (*m*) It would give him far superior ability. A knowledge of the above arts and sciences would enable him, for instance, to become an architect, which would increase his pay 50 or 100 per cent. (*n*) These questions I cannot answer with accuracy, from the fact that those who have received a higher degree of education (generally speaking) have ignored mechanical pursuits, except for mere pastime, and turned their attention to what they have considered a more genteel or respectable occupation. (*o*) A molder should have a thorough knowledge of arithmetic, algebra, and drawing; but above all a fair knowledge of chemistry. A man cannot be a thorough molder unless he understands to some extent the chemical properties of sand, coal, iron, and lime; a thorough knowledge of which would enable him to produce the same quantity of castings as he does now, with at least one-third less labor; but as I before said, it would not necessarily increase his wages. (*p*) I should say it doubled his power of producing wealth. (*q*) These branches are of much importance. It enables the mechanic to have at his command at any time the means of developing those arts or sciences that his mind is the most adapted to, and to increase his power of producing wealth, not less than 100 per cent., and that of his wages from 100 to 300 per cent. (*r*) Yes; how much, I cannot state.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and, if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) It does. I cannot say to a certainty how much it adds to the power of producing wealth. (*b*) I think it does; but the last question is too indefinite to admit of answer. (*c*) It would be a hard matter to say how much, for I have not seen the improvements used in this country; but a better knowledge of new methods would certainly add greatly to production, and there must naturally be room for other improvements where there are steam power and pumps used, doors, air-ways, fans, and what we call pushers; and if these fail oftentimes, the mines lay idle for weeks, where, if practical, educated men were there, it could be fixed in a few minutes, natural consequences being the trouble. (*e*) I do not think that an education is sufficient to meet this case; I think inventions can only be made by persons who thoroughly understand the business for which they want to make the improvement; but a first-class education always helps, even in that; yet, I do not think it essential. (*f*) Practical experience only makes a skilled mechanic. A man may be possessed of all the book-learning that the brains of ten men may be capable of holding, and know all the theories of a trade, and until he puts that knowledge into practical use, such as manipulations with the tools required in that trade, it amounts to nothing, consequently would not add one cent to the country's wealth; he is nothing but a non-producer, living on what others create. (*h*) The greater the knowledge of the workingman is the greater the wealth of the country is, for every new and good invention creates wealth. Show me an educated people, and you will find a wealthy and thrifty people. An educated workingman, in my estimation, is really worth more than one-fourth in value to the community. Ignorant workingmen are generally poor. (*i*) To the first, I answer, yes, undoubtedly. To the second, I ask you to compare the amount of work done at the present day by a given number of mechanics, and that performed forty years ago by the same number; my experience is, that it has doubled, at least, by means of improvements in tools. A further acquisition of knowledge may increase the ability and capacity of a person, I may say I am sure it would, but I don't think it would all center in his inventive powers. (*j*) It does; it adds considerable to the power of producing wealth. How much, I cannot state, exactly. In coal mines it would often save a deathly disaster too often occurring from ignorance. (*k*) It does; but in what capacity it increases I am unable to state, as in my trade there is no machinery used, except for hoisting materials, which is a saving of 50 per cent., or more; but from my observations in other branches of trades, I have no doubt that the use of machinery adds to the power of producing wealth enormously. (*l*) It does; providing that he has the good sense not to ignore his occupation, but strives to ennoble it by his wisdom as well as his skill, consequently his power of producing wealth cannot easily be estimated, but would really be very great. (*m*) This question is best answered by reference to statistics. It is well known that all labor-saving machinery is concocted in the brain of the educated laborer, but for forty years it has resulted in neither less hours for labor, or less physical labor to the laborer; the educated laborer of

to-day works as hard and as many hours as the laborer forty years ago. The "labor saving" being money only in the hands of those who labor not. (*p*) Knowledge increases the capacity of the working man. It brings into active operation his inventive skill. It enables him to invent and make improvements on implements of machinery of all descriptions, and in particular those natural powers propelled by steam, and it adds to the power of producing wealth not less than 50 per cent. This has been my observation among the working men. (*r*) Yes; how much, I cannot state.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) He certainly would. (*b*) By all means; I am sure they would. (*c*) I have noticed it, I could say, hundreds of times. (*e*) Yes; he may be preferred, as he will be better able to receive instructions from an employer and carry them out inteligently. (*f*) Certainly. (*g*) Yes, by all means, for the fact is demonstrated, and a fool observes it. (*h*) By all means. (*i*) Yes; certainly it costs an employer less to superintend educated mechanics than it does illiterate ones. (*) An educated workingman would have the preference, for his employer could reason more with him in regard to wages and duty than he could with the uneducated. (*k*) I don't know if it would make any particular difference whether he was educated in a common school or a select school. (*l*) Yes; in almost every case, although some employers will employ uneducated men for the sake of saving money, but they are but few. (*m*) He undoubtedly would in most cases. (*n*) As a general thing he would. (*o*) Employers with souls, generally want men of education, but thousands of employers want men without education, simply because they can still further degrade them without danger of resistance. (*p*) They certainly would. (*q*) Such persons, to do ordinary labor, would not be preferred over one not enjoying that advantage; this I have seen verified in many instances.

Question 7. From observations you have made, whom do you consider best fitted for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) An employer would choose for positions of trust, such as foreman or superintendent, an educated person. I know of no business that an uneducated person would be competent to take charge of in the capacity of foreman or superintendent. (*b*) Those enjoying an education preferred. (*c*) A man with practice, and a superior education, must be, or have an assistant, who is superiorly educated; but for foremen they are apt to pick some man with more animal blood coursing in his veins than Christian refinement, in order that he may bully men and trample upon them; this causes men to retaliate when they can, (natural for Americans.) Education would be a benefit in such instances. (*d*) An employer will always prefer an educated man for foreman or superintendent, as an uneducated man is almost worthless in that capacity. (*e*) He would certainly choose a person of superior education, if all other qualities were equal. (*f*) An employer would not choose a person for positions of trust who could not read or write. I have yet to live to see one in such a place who does not possess a common-school education. A man in my trade would be considered insane who would choose such a person as foreman. (*g*) That would all be owing to circumstances. Some men possessed with only a limited education can discharge the duties which they are selected for, to better satisfaction than others superior to them, better posted in the higher branches. Aptness ofttimes fits men to a business that books cannot. Honesty and fidelity cannot be acquired from but one book. (*h*) An employer generally chooses an educated man for his superintendent, for they are usually the best in our country. I find that the best superintendents and mechanics are well educated. I know some men that were asked to be superintendents, but when their answer was given that they could not read or write, they were told they would not suit; that alone unfitted them for the position. (*i*) My experience is that those of the highest education are preferred for all places of trust. (*j*) I am of the opinion that the employer would prefer a person with a pretty fair education; I don't think it would require a superior education to fill either positions of foreman or superintendent if the person was any way smart. (*k*) Those employers who understand their business always employ superintendents or foremen out of the ranks of the educated. (*l*) He would choose one for his superior education to fill the position of foreman. A person who is unable to read or write could not fill that position; he must not only be able to read and write, but must have a knowledge of figures to enable him to take a plan and lay of a building for others to work. (*m*) I think those having received the rudiments of education (and improved them) would be preferable to those having received a superior education. Mechanics unable to read or write would not, except in exceptional cases, be chosen for positions of trust, foremen, or superintendents. (*n*) An employer, with a thorough knowledge of his business, desiring a superintendent, would want a man, the best educated he could get. As the schoolmaster should be able to teach his scholars, so with the superintendent—he should be thoroughly educated; I have seen cases to the contrary, where the great desideratum in a superintendent was his ability to tyrannize over his supposed

inferiors. (*o*) Those having a superior education. (*p*) Those possessing a superior education would have the preference over the others, for various reasons. The educated person could estimate for work to be done by contract, and produce a correct drawing of the same; and also in executing a job, each person working has a drawing of his particular part, therefore; in my opinion, the superior educated has the advantage, and his employer the benefit of his education as superintendent of his business. (*q*) Qualifications being equal, the better educated would be selected.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answer. (*a*) The educated workingman is by far the best citizen; he is not so dissipated; is no more idle or lazy than the uneducated; as a class they live in better houses; their homes are more comfortable, and their children, as they grow up, are better members of society. It is my firm belief that the largest share of the criminals in this country are the children of uneducated parents. (*b*) There is no rule to cover the last questions. Should incline to think that good houses are generally inhabited by persons of more or less education, but in the course of my experience I have met with comparatively well-educated fools, drunkards, and worthless characters. (*c*) The social habits of educated workingmen are by far better; they live in better houses, eat better food, and it does not cost them so much as it would others for inferior food by mismanagement and not buying in the proper season; they have better surroundings, and are not as idle, or dissipated; as for character, public opinion has whipped it out from among coal miners, and judges the whole class by the actions of a few uneducated rascals. An educated man, being a miner, is very great among his fellow-miners; they will believe him before any one else. We need education. I am president of the Miners' Benevolent Association in my valley. Most of our people being of foreign birth, are more or less uneducated. I am Welsh, but coming here at eleven years of age, am more fortunate then my follows. (*d*) My experience is altogether confined to German working people, who have, as a rule, some mental culture; they are, as a class, respectable, and quite a number are fond of reading, studying, thinking, and improving their minds generally; there always has been a goodly proportion of inventive talent among them; they find it, however, harder from year to year to find a livelihood, wages tending downward in comparison with prices of first necessities; their social standing and their earnings are, on an average, in proportion to their mental culture. (*e*) I look on education as the lever by which man is raised from mere beasts of burden or machines, to be rational thinking men, good, patriotic citizens, good husbands and fathers, while ignorance is brutalizing, has no character, little morality, and no influence among its fellows. In trade organizations intelligence always takes the leader's part. (*f*) They always live in better houses, handsomer surroundings; I think as a general thing they are just as dissipated, and are not as economical as the untaught classes, nor so moral; at least such is my experience wherever I have been. (*g*) I regard the mental culture of the mechanic and laborer as of vast importance. The better educated, that is, practical education, the more refined the workmen; they do live in better houses, with better surroundings; are not dissipated or idle; for it is a fact that in the State of New York, only one in ten confined in our State prisons, penitentiaries and jails, come from the mechanic and laboring class. As to individual character, morals, and social influence, it depends upon their daily walk and talk; their skill; their education is not looked to. It is men of truth and interest that lead in all branches of trade; these are the men that are employed first; and if a scarcity of labor is felt, then comes in the balance. Another point I wish to call your attention to is this: the less hours a man labors the more he becomes refined, lives better, the more inventive becomes his mind, and the result is, more labor-saving machinery comes into use, and therefore more wealth is added to our country. Look back for the last half century and realize the giant strides that have placed the producing classes upon the high plane of moral and social refinement that they now occupy; we work less hours now than then, are paid better wages, enjoy more luxuries, and intemperance is fast leaving the ranks of the producing classes. Not until the producing class can still have their hours of labor reduced to the shortest possible space can the nation look for that refinement in that class that all Christian nations aspire to. (*h*) If workingmen are treated as equals, they will never abuse that equality. As a general thing they are not idle, because circumstances will not permit it. The better education a man possesses, the more avenues for labor are opened for him; and if, in addition to this, he possesses a good name, and natural common sense, a good living, if not prosperity, will be his. Having been a laboring man for twenty-five years, I still do not complain; yet, there are others that do, and have a cause. (*i*) I regard mental culture in the most favorable light, and as far as my experience goes it improves the habits of our workingmen. If a man cannot read he will in times of excitement go to the corner grocery or saloon for his information, and there is exposed to intemperance, more than the man that stays at home and reads his paper. You

might, we think, very appropriately have added another question to the foregoing, as follows: "How, in your opinion, would a reduction of the hours of labor affect the workingmen, and the commercial and mechanical interests of the country?" I have seventeen men working for me, and I consider this one of the most important questions of the nineteenth century; I will not venture an opinion at this time, but suggest that in future inquiries it would be highly proper to put such a question. (*j*) The educated live in better houses, their morals and character are better, their economy is greater; and also their sociability and influence are, to a large extent, greater, and dissipation less. (*k*) To this I would say that seven-tenths of those receiving a common-school education are less addicted to dissipation than those who did not get such an education, and if they do become dissipated they are easier reformed than an uneducated person, because they can see their folly clearer and quicker. I know it to be a fact that workingmen who received a common-school education live in better houses, and, as a general thing, are more tasty and economical than those not so fortunate. I consider that the more intelligence is infused into the minds of the masses, the better it would be for the community at large, and if I could have my way I would have a law, that every child should be compelled to attend school until he or she was sixteen years old—a portion of each year at least. (*l*) I think education and mental culture has a great effect on the habits of workingmen; they, (the educated,) as a general thing, occupy better houses; their homes are surrounded by all the comfort that lies in their power; they are more industrious than the other class, and have more influence among their fellow-men, as they generally respect themselves, and are respected by all others. (*m*) It makes them more ambitious to excel as workmen; they, as a class, do live in better houses, and they strive to procure a home of their own; they are not idle; they will compare very favorably; they possess greater influence with their fellow-workmen. (*n*) I consider that mental culture has a tendency to make him, not only a better Christian, but a better man; such also live in better houses, with better surroundings; they in general are temperate, and economical, moral if not religious, and they are in general looked upon by their fellows as superior to themselves, and are generally appointed to places of trust and honor. (*o*) Mental culture creates the desire for better homes, better surroundings, and a willingness to labor to accomplish it; our prison statistics will show their dispositions as compared with the ignorant; their characters will compare with the highest in the land, and a reference to trade-unions will show their influence. But all is lost in the knowledge that a corrupt government legislates entirely for capital, and nothing for honest labor. (*p*) The effect of mental culture upon the workingmen is a benefit; they have formed libraries, reading-rooms, and societies of useful knowledge; they, as a class, live very respectably; their surroundings are plain, neat and comfortable; they are in general of industrious habits; their characters will compare with any class of citizens. There is of course a portion of dissipation among the workingmen, but not to any more extent than any other class of persons. (*q*) That they are more sociable and make better citizens; that they live in better style; that they have more regard for the rights of others, and are not as idle and dissipated as the untaught; and that their morals are much better, and they are more economical, and their influence is very beneficial on those around them, is certainly true. (*r*) The effect is highly beneficial; I am confident they do. They are not quite the contrary; they will compare well.

### OBSERVERS' ANSWERS.

(*a*) Baird, Henry Carey, industrial publisher, Philadelphia, Pennsylvania.
(*b*) Cutter, Stephen, New York Prison Association, and as ship-builder, 228 East Twelfth street, New York.
(*c*) Douai, Dr. Adolf, printer, editor, and teacher, 1397 Broadway, New York.
(*d*) Lewis, J. R., (for Governor Bullock,) State commissioner of education, Atlanta, Georgia.
(*e*) Stone, Elisha, in the coal mines, Mahoney Plains, Pennsylvania.
* Tousey, Sinclair, publisher and news agent, New York.

Question 1. Have you observed a difference in the skill, aptitude, or the amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) Yes; I have. (*b*) I have; and I have consulted other mechanics who have employed workmen and they bear the same testimony. (*d*) Have observed a difference. (*e*) Yes.

Question 2. Where were your observations made? Town? State? In what occupation were the laborers engaged?—Answers. (*a*) At Philadelphia, Pennsylvania, and indeed throughout my experience of many years, and especially in impressions I have received from contact with mechanics coming to my establishment—industrial publishing. (*b*) In the city of New York; as ship-joiners. I carried on the business of a ship-joiner from 1831 to 1860, in the firm of Youngs & Cutter, employing at times nearly

* NOTE.—An asterisk denotes that the reply is incorporated in Commissioner's report.

two hundred men. (*c*) In Georgia; in almost every department of labor. (*e*) In Schuylkill County, Pennsylvania; in the coal mines and men working about a colliery.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And if so, how much would such additional skill tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) As regards the first question, I should say yes, (except, perhaps, as laborers;) but the second, it seems to me, it is quite impossible to answer with any degree of accuracy. (*b*) I answer yes unhesitatingly as to artisans, and, so far as I have been able to judge, of laborers also; and possessing the above qualifications would make them worth from one-quarter to one-half more. I know many who possess a natural mechanical ability, but education gives power to such in greater proportion. I have never known it to fail, where persons whose education had been neglected and their native genius had placed them in position, but mourned over this deficiency and felt that it crippled them. (*d*) Yes; even so much education is worth 25 per cent. increase in wages to the possessor, and much more to the employer and community. (*e*) About 25 per cent.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) Perfect accuracy or even an approximation to it I consider impossible to give in an answer. (*b*) I think it would increase the ability very much; how much, would depend upon the kind of business. (*d*) It would increase his ability fourfold, and his wages (average) more than 100 per cent. (*e*) About 40 per cent.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods or in improvements in implements or machinery; and if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) Here is a point, in my opinion, for a full, and even hot, controversy. Too much education of a certain sort, such as Greek, Latin, French, German, and especially book-keeping, to a person of humble antecedents, is utterly demoralizing in nine cases out of ten, and is productive of an army of mean-spirited "gentlemen," who are above what is called "a trade," and who are only content to follow some such occupation as that of standing behind a counter, and selling silks, gloves, bobbins, or laces, or to "keep books." After a good deal of observation, and more especially during thirteen years past that I have been a pretty close student of social science, I have arrived at the conclusion that our system of education, as furnished by law, when it goes beyond what in Pennsylvania is called a grammar school, is vicious in the extreme—productive of more evil than good. Were the power lodged with me, no boy or girl should be educated at the public expense beyond what he or she could obtain at a grammar school, except for some useful occupation. "The high school" of to-day must, as I believe, under an enlightened system, be supplanted by *the technical school*, with possibly "shops" connected with it. A boy who graduates at the Philadelphia High School is not provided with the means of earning a living at any occupation in which he is likely to engage, except book-keeping, teaching, or shop-keeping, or tending, and possibly law, or theology. We are manufacturing too many "gentlemen" and "ladies," so called, and demoralization is the result. What good do Greek, Latin, French, German, &c., do to a counter-skipper in a retail dry goods shop? Advertise to-morrow in "The Public Ledger" for a book-keeper, and 100 or more answers would come in 24 hours. I did so two or three years since, and at 2 p. m. of the first day I had received 55 replies, and abandoned the search, or rather the Ledger letter-box. The brightest boy who has graduated at the high school for years, was at the head of his classes from his entry into the preliminary schools, throughout his course in the high school, and up to the final hour, is now a clerk in a printing office in this city. Such a boy—this boy, and I know him well—has the capacity to work himself up to the head of the largest mining operation, the greatest iron works, or the grandest consolidated railroad monopoly in the country, had he ever been put upon the track, but, thanks to our barbarous system of public education, he will probably finish his career as a clerk, or at best as a successful buyer and seller of merchandise. Were I in the position of General Eaton, I would commence a crusade against the ignorance of our educators, and I would bring the people to a proper recognition of "*what knowledge is most worth*," as Herbert Spencer has so well and truly sung, or these ignoramuses should have the satisfaction of lopping off my official head. (*b*) I would answer this in the affirmative, but how much is a difficult question to answer. (*c*) There can be no doubt that even a slight degree of education is of some pecuniary value to the laborer, a higher one even more so. But the reason or cause why it is so, is by far less that employers prefer to deal with educated laborers, or that they can afford to pay higher wages to such than to illiterate ones, or that the laborers themselves are, by education, enabled to perform their work more advantageously, cleverly, or faithfully. All these considerations and causes hold good to some extent,

and yet they do not, as a rule, fix the rate of wages or earnings. Exceptions to the rule are too frequent. One class of exceptions is that of highly educated persons, whom want of capital and dearth of independent stations in life doom to the slavery of wages. Their wages are, on an average, lower than those of less educated men and women engaged in mechanical, or even unskilled, labor. Especially in New York, there are *thousands* of well-educated men and women, who seek and find a most precarious and scanty livelihood with their pen, or their address and wits in literary, theatrical, teaching, and agency pursuits; because they are either unable or unwilling to engage in better paid mechanical and unskilled labor. This is the case, not in the United States only, but also, now-a-days, in many countries of Europe, owing to the rapid development of "capitalistic production," and an unjust state of things in society. Thence it appears, that the chief benefit of education to the laborer is not to be sought and found in one or all of the above-named causes, but in his *unwillingness* to submit to all the behests and humiliations of capital, and the upper classes of society, in his yearning for independence, in his shunning, as much as possible, dependent positions, and service to others. It is because education tends toward diminishing the number of persons competing for wages at any kind, even the worst paid, of labor, and thus checks the constant downward tendency of wages, that education is chiefly beneficial. Diminishing the number of slaves, or of persons willing to enter servile conditions, means diminishing slavery and servitude. Take away subjects, and there are no kings; abolish stupidity, drunkenness, and coarser vices of all kinds, and there is no class who can thrive on taxing, "exploiting," profiting from these vices. And it is exactly for this reason that European governments, now-a-days, *discourage* a higher degree of general popular education; they are well aware of the growing tendency of the wages-class toward a social and political revolution. This is the secret reason why they have so long fawned on Bonaparte's rule in France, which has so visibly succeeded in demoralizing the nation of the French and other nations. Aye, education, not only in the alphabet, catechism, and the multiplication table, but a general popular education in the full meaning of the word, is the *panacea* for all the social evils and injustices; because it renders men less submissive to evils of human creation, which may be remedied by human efforts. It is not the ability of all working men to read, write, and cipher, which improves the social and political condition of the human race to any considerable extent—or else the Chinese, who can read, write, and cipher, to a man, would be the happiest of mortals in their socio-political relations. It is the progress of science and art, with their paramount influences on technics, civilization, and the habit of *independent thinking* of every individual, which render the socio-political condition of white working men infinitely more humane and progressive than that of the Chinese. And it is the progress of technics and invention, which, by centralizing, on the one hand, capital in the hands of fewer and fewer persons, and thus sowing the seeds of intolerable social and political mischief and injustice, must, on the other hand, act as its own antidote, by clashing with the growing spirit of independence of the working classes. (*d*) Yes; immeasurably. (*e*) About 75 per cent.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Yes, generally. (*b*) Without exception. (*d*) Always. (*e*) Yes.

Question 7. Whom would an employer generally choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) Most assuredly those having the most thorough education, if they will accept any such position. (*b*) I cannot understand how a person unable to read and write could fill the position of foreman or superintendent—he must possess wonderful native qualifications to induce me to select him; the rudiments at least being indispensable, I consider the better the education the more he is worth, giving due consideration to the responsibility assumed or delegated. (*d*) The best educated man. (*e*) The most educated.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen? Do they, as a class, live in better houses, or with better surroundings? Are they more idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answers. (*a*) Mental culture is certainly elevating in its tendencies, unless it elevates a man above a proper calling; it tends also to give pride and energy, and leads to good social influences among their fellows; but as for economy, much is to be said on both sides. (*b.*) 1st. To elevate them and give them self-respect. 2d. They will seek to live in better houses and generally command a better helpmate, and then seek better surroundngs. 3d. As a general thing they have a stimulus to improve their minds, and therefore do not have the idle time that leads the untaught classes into that kind of company that begets dissipation; and this places them, in the 4th place, far above the others in all the social qualities as a citizen. (*d*) Education refines and elevates every man morally and mentally, and ought to physically; he not only has

the ability but the desire for better surroundings; works more with head and hands and with better aims; more economical because more ambitious to accomplish something; more strictly moral, because he better appreciates his duties towards God and his fellows, and his social influence ever increasing as knowledge gives him power. (*e*) 1st. Yes. 2d. No. 3d. Difference as much as between black and white.

## ADDITIONAL REPLIES.

[The following answers to the several inquiries sent out are inserted here, having been received too late to be arranged *seriatim* with those preceeding them.]

### EMPLOYERS.

(*a*) Butler, W. R., planter, Murfreesboro, Tennessee.
(*b*) Carey, E. M., planter, Van Wert, Georgia.
(*c*) Cummings, John, shoe manufacturer, Woburn, Massachusetts.
(*d*) Goodwin, C. J., agent Indian Orchard cotton mills, Springfield, Massachusetts.
(*e*) Grumbull, R. J., planter, Shipnorth Landing, Mississippi.
(*f*) Harris, B. J., planter, Sparta, Georgia.
(*g*) McCalla & Stavely, publishers, Philadelphia, Pennsylvania.
(*h*) Vaiden, Dr. C. M., planter, Vaiden, Mississippi.

Question 1. Have you employed a number of persons as laborers? What town, state, character of the labor?—Answers. (*a*) Farm labor, negro and white. (*b*) Colored farm labor. (*c*) Manufacture of shoes, skilled and unskilled, native and foreign. (*d*) Manufacture of cotton cloth. (*e*) Farm labor, black and white. (*f*) Freedmen, white managers, mechanics of both castes. (*g*) Printing and other work incidental to publishers. (*h*) To plantation labor.

Question 2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) As to the handling of farm implements or picking cotton, I have not. (*b*) I have. (*c*) I have always found that the value of the amount produced was nearly in proportion to the amount of education possessed, whether the work required skilled or comparatively unskilled labor. (*d*) I have. (*f*) Have never had an educated freedman in my employ. He is a man whom I have never seen. There are a few who can read and write a little, but they are no better laborers than their untaught brethren. (*g*) We have not employed persons unable to read and write. (*h*) But few can read, and those are no better than the uneducated at the labor I give them to execute.

Question 3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans than do those who are not able to read and write; and if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) Not perceptible in any farm labor. The best labor I have ever employed were sprightly darkies' unable to read or write. (*b*) Yes, those that can read or write have more forethought, and begin to think for themselves. Increase it one quarter. (*c*) I do not find from my experience that the mere learning to read and write, without the mental training that comes from the exercise of these attainments adds much to the value of the labor or the amount produced. I have always found the most ignorant portion of my labor to be the least profitable, and the least reliable. (*d*) As a rule those who can read and write learn more quickly, are more faithful, more constant at their work, and where the work is done by the "job" or "piece" will invariably earn from 10 to 15 per cent. more than those who cannot. (*f*) They do not; on the contrary, if I have observed correctly, a limited education in most cases is hurtful. Good "mother-wit," or native intellect, is far more advantageous when combined with principle or integrity of character. (*h*) My business is that of a planter, and I do not believe education adds efficiency to my African labor in the cotton-field. They have to be instructed in the cultivation of cotton and corn, and every change in the seasons. They have to be looked after, so as to conform to one's wishes to proper cultivation. They are a forgetful race, prone to carelessnes, and have to be impressed every day in the right mode, no matter what their past instructions and experiences have been.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c., give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) In every department of business his ability would be increased with his education, save the monotonous, easily-acquired routine of duty on the farm. (*b*) Arithmetic would add much. (*c*) From my observation, I think such an education would double the value of the product; as when such labor is employed the product is not only much increased; it requires less attention from the superintendent, and the work is much

more uniform, the expense on tools and machinery is much lessened. (*d*) A good practical knowledge of arithmetic, &c., becomes a necessity to a man who would act as foreman or assistant in any department of our business. I have men under my own observation, who, from long experience, have become *good practical* workmen, and are only debarred from acting as foremen of their departments for lack of education. (*e*) Acquisition of knowledge does increase inventive skill; I cannot estimate its worth. (*f*) I speak of the farm laborer only. A thorough knowledge of the sciences that underlie his occupation would add greatly to his wealth-producing power. I should say at least 50 per cent., and would increase his wages as a mere laborer to that extent at least. As a superintendent or manager, 200 to 300 per cent. As a mechanic 100 or 200 per cent. Fidelity would diminish or increase his power in a ratio corresponding to its possession. (*g*) Better education would undoubtedly increase the value of a printer's work; but it is not practicable to state the additional value with precision. Such rudimentary knowledge of foreign languages as will enable a compositor to set the types will increase his pay about 10 per cent. (*h*) Education would improve those who follow trades, and education enough to know on settlement whether cheated or fairly dealt by, would be an advantage both to employers and employed, and where it can be bestowed, it is right for it to be done.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and if so, how much does this inventive skill add to his power of producing wealth?—Answers. (*a*) Few inventors do any good to the South. (*b*) Yes, certainly one-fourth. (*c*) Where much machinery is used, an increased knowledge or mental cultivation would add much to the amount produced. The more wisely a machine is directed, the better, as well as the more, does it produce. Such a mind would be much more likely to make new machines, or improve those already in use. I think, under such circumstances, it would add one-third to the value of the labor. (*d*) The only way that this "higher degree of education" would benefit the laborer in a cotton mill, would be in enabling him to fill a higher position. (*e*) To the first question I answer, *certainly;* provided there is no deficiency in industry and in the application of his knowledge. Second. On the condition named, it would double or treble his wealth-producing power in his individual capacity. His influence for good would extend to all around him, and add greatly to his value and usefulness. This I cannot determine. (*g*) We have no doubt that thorough instruction in the principles of the sciences greatly facilitates the labor of printers; but in what degree their productive power is increased we cannot state precisely. (*h*) With white laborers I dare say it would, but with the African the tendency is not so great. The negro, under the constant influence of the white man, does well; but as soon as deprived of it, his tendency is to barbarism or degeneracy.

Question 6. Would you prefer, or not, a person who had been trained in the common school for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Prefer the uneducated sprightly negro on the farm, but for other uses the person who had been trained in the common school preferred. (*b*) Yes. (*c*) Most certainly. (*d*) Most certainly those who had been trained in the common school. (*f*) I would in mechanics, but working in a cotton-field would give no preference either way. (*g*) We would prefer a person trained in any school which imparts knowledge, to one entirely uninstructed. (*h*) I am indifferent on this subject. Character would have more influence with me than a common-school education. I regard "a little learning a dangerous thing."

Question 7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents; persons unable to read or write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength and fidelity, being equal?—Answers. (*a*) An honest man, with the rudiments of education, would be my choice. (*b*) One who could read and write, rather than one who could not read and write; and also, rather than the latter, who would (on a farm) not be contented, and aspire too much. (*c*) Such as had the best education in the department of labor for which I desired them. (*d*) All other things being equal, the better the educators the better fitted the man for any position of trust. (*f*) The man of superior education, of course, all other things being equal. (*g*) We greatly prefer the best educated men. (*h*) I would prefer a man with just enough education to discharge his duties rapidly, to one who knew nothing educationally, or one whose brain was filled with science. Give the negro a scientific education, and from that moment I would expect him to ignore every species of labor, even at the risk of starvation.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality and social influence, among their fellows?—Answers. (*a*) Mental culture certainly improves the personal and social habits. That they live in better houses, or with bet-

ter surroundings, is hardly perceptible. Education has little to do with dissipation. The educated compare favorably with their fellows. (*b*) The effect is to see the importance of industry, and honesty in dealing. They reason upon the causes and effects on the crops, and endeavor to get homes and land. Discountenance the petty stealings from their employers, which was preached once to them as a duty, to steal from their *owners* as no harm. The black man or negro, in this locality, gets no help from the white man, and the only way he gets his children taught is, during the two months that the crops lay by he pays 50 cents or $1 for each pupil to a partly-educated black man, who only reads and writes poorly. (*c*) I have found those who were the best educated generally the most industrious, the most skillful, the most reliable, and the most economical. Such are always the most self-governed. (*d*) Persons who have received *something* of an education, no matter how limited, will be found with better surroundings, and less idle and dissipated; and for character, economy, and social influence, far superior to the untaught class. (*e*) Education does improve their condition, especially socially. There is very little being done for the negro here. The school meets in a building given them by northern men for a church. A white man who undertook to teach was threatened and driven away. No fund ever reaches here from the State, and I suppose the Peabody cannot help this only periodical school. The black man wants help and encouragement to learn the simple rudiments for his protection from the designing white farmers and land owners that cannot themselves read or write. The *poor* white is lower than the black man without education. The black man is ready and willing to help himself if he *can* buy the land, and has help and assurance of sympathy. Objection is had to sell the black land and give good title. (*f*) The effect of mental culture is generally good. As a class, they live in better houses, &c. They are not less idle and dissipated than the untaught. For character, economy, morality and social influence, they are superior to the ignorant and untaught. Good morals and industrious habits are as essential as a good education. No amount of education can compensate for a want of these great elements of character. (*g*) Mental culture is generally accompanied by better morals and a better social condition than is seen in uneducated persons. (*h*) I have had, since the surrender, as many as 200 freedmen on my plantations, many of whom can read, and some write. There are some lazy ones, and some industrious ones among this class, and none are over-industrious.

### WORKMEN.

(*a*) Cameron, Hugh. Lawrence, Kansas.
(*b*) Coffin, Allen, printer, Washington, District of Columbia.
(*c*) Maglathin, H. B., farmer and carpenter.
(*d*) Myers, Isaac, (colored,) shipwright, Baltimore, Maryland.
(*e*) Phelps, A. W., joiner and mason, New Haven, Connecticut.
(*f*) Redstone, A. E., machinist and miner, Vallejo, California.
(*g*) Walter, George F., harness-maker, Cincinnati, Ohio.

Question 1. Have you, as a workingman, observed a difference in the skill, aptitude, or amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) I have observed a marked difference in the skill, aptitude, and amount of work done by men and women who were ignorant or educated, and the difference has always been in favor of the educated, other things being equal. (*b*) I have; and the difference is in favor of educated mechanics or laborers. (*c*) I have. (*d*) My association with skilled and unskilled, or educated or uneducated labor, justifies me in saying the skill and amount of work of one workingman over another depends almost entirely upon his education. (*e*) I have noticed a difference in the worth and value of men's labor by reason of their education. (*f*) With those who are educated, among mechanics, I have noticed a decidedly better execution, a greater amount accomplished, because he works more intelligently, has more confidence. (*g*) Yes.

Question 2. Where were your observations made? Town? State? In what occupation were the laborers engaged?—Answers. (*a*) In various towns and States, all occupations, and, particularly, in the Army. (*b*) Boston, Massachusetts, and Washington, District of Columbia. Printing of every description. (*c*) In Duxbury, Massachusetts, and chiefly in agriculture, and in sawing boards and shingles. (*d*) Principally Baltimore City, Maryland, among ship carpenters, calkers, house carpenters, painters, brick-masons, and common laborers. (*e*) In New Haven, Connecticut, among joiners and masons. (*f*) In Indiana and California, and elsewhere. In machine manufacture and mining, both as machinist and miner. In every place it requires education to do mechanical labor. (*g*) At Cincinnati, Ohio, and among harness makers.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And, if so, how much would such additional skill tend to increase the productiveness of their services, and, consequently their wages?—Answers. (*a*) They do, and would tend to increase productiveness, &c., in the same ratio that the [illegible]

ments of an education bear to a thorough education. (*b*) Yes; and the laborer who can even tell what time it is by the clock is of more value than one who is dependent upon others for his knowledge of time. I have found that the more ignorant the workingmen of any locality are, the less regard have they for time. The increased productiveness of laborers who can merely read and write may be *one-tenth* over laborers who are ignorant of the alphabet, other things being equal. (*c*) Those who possess the rudiments of education are more skillful and trustworthy than those who are not able to read and write. The additional skill and fidelity tends to an increase of productiveness of fully 25 per cent. (*d*) My observations are that workingmen who can read and write show greater skill, perform more work in the same length of time, command better pay than those of the same occupation who cannot read and write. They are generally worth 25 per cent. more than their fellow uneducated workmen. The combination of trades-unions, that forces the same rate of wages for all men of a particular trade, very often deprives this class of men of their real worth, the wages being regulated, not by the qualification of workingmen, but by the supposed necessity of the members, which are rated equal. (*e*) I think those who read and write show greater skill and are more reliable, and, I should think, would increase their worth at least 30 per cent. (*f*) I can say, from my observations, that it is a benefit to both skilled and unskilled labor to have any advantage, even by knowing how to read, and does materially increase the productiveness of labor; much time is often saved upon work by men even knowing how to read and write, and often 50 per cent. is gained. (*g*) First clause: Yes; 2d clause: 50 per cent.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good, practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages.—Answers. (*a*) It is difficult to give definite answers to these questions, but my opinion is that there would be 50 per cent. in favor of the man with a thorough knowledge of the arts and sciences that underlie his occupation. (*b*) In printing a book on the subject of *geology*, a corps of printers who have studied the subject and are familiar with the terms employed in that department of science, will accomplish the work in *four-fifths* of the time required by printers who have no knowledge of the subject. The same ratio will hold good in regard to the printing of the other sciences, or even in the printing of a tax sale. A well-educated mechanic is worth to a community, in the power of producing wealth, two times as much as an ignorant laborer, without knowledge of mechanics. (*c*) I should say, would give 20 per cent. additional power of producing wealth. (*d*) A good, practical knowledge of the arts and sciences that underlie the various trades and occupations would furnish instruments to the workingman to increase doubly the productiveness and quality of the material, add 50 per cent. annually to the nation's wealth, and increase his wages 25 per cent. (*e*) It would certainly increase his power for accumulating money, and, I should think, would increase his wages 30 per cent. (*f*) A still higher degree would add 100 per cent. in many cases, and would be beneficial to all, averaging, in my mind, 37½ per cent. (*g*) 25 per cent. additional to the above, (2d clause.)

Question 5. Does this, and still further acquisitions of knowledge, increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery? And, if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) Yes, at least one-half. (*b*) Yes; a knowledge of the principles of the *lever*, the *pulley*, the *cam*, the *cog*, and the *ratchet*, &c., adds to the value of a pressman *one-third* over one who simply knows how to run a printing press, both in his ability to prevent and repair accidents to machinery. Such knowledge adds to the power of producing wealth *one-third*. (*c*) It usually does, and, in general, adds fully 40 per cent. to the power of producing wealth. (*d*) Having a theoretical and practical knowledge of the mode or science, he very naturally becomes inventive, both in the machinery used to produce, as well as in the extended uses of the articles produced. In comparison with the present condition of the workingmen of the United States, it will add to the power of producing wealth at least 30 per cent. (*e*) I should say more than half. (*f*) It does decidedly give the educated workman every advantage, in every possible way the question may be put. It is positively essential that the operator of machinery, in all its uses, shall have a balance of mind that the access to books only gives, before wearing out life in practice and experiment, (ignorant.) Educated men understand machinery by plans and drawings, &c. (*g*) Yes.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Yes, a self-evident proposition, an axiom. (*b*) Yes, even by uneducated employers. (*c*) Yes. (*d*) My experience in the employment of help, both in skilled and unskilled labor, is that an educated man is preferable, certainly more profitable. (*e*) Yes, decidedly so. (*f*) Yes, all other things being equal.

Question 7. Whom would an employer generally choose for positions of trust, such

remen or superintendents, persons unable to read and write, or those having the nents of education, or those possessing a superior education, all other things, such kill, strength, and fidelity, being equal? Answers. (*a*) The one having the most ough education, unless the employer might be an exception to the rule. (*b*) Persons essing superior education. (*c*) Those possessing superior education. (*d*) It is a ssary qualification that a foreman be a man of education. If he has not, it very requires the employment of an additional clerical force. A foreman of superior ation and superior skill, as a general rule, will either become partner, or accumu- means sufficient to establish business on his own account. (*e*) Certainly the edu- l. (*f*) A man or person without any education is almost totally unfit for the posi- named above. I have seen disastrous results in several cases by a contrary riment, or following the plan of employing those without education, even as far as switch-tenders for railroads. (*Vide* recent accident on Western Pacific Road in State.) The man could not read, and life was sacrificed, property destroyed, more he could earn in a lifetime. (*g*) A person having the superior education.

estion 8. What do you regard the effect of mental culture upon the personal and l habits of workingmen? Do they, as a class, live in better houses or with better oundings? Are they more idle and dissipated than the untaught classes? How they compare for character, economy, morality, and social influence among their ws?—Answers. (*a*) I regard the effect of mental culture upon the habits of work- en as good. They may or may not live in better houses, but are generally more strious and less dissipated than the untaught, and will compare for morality &c. rably. (*b*) Mental culture creates wants which the uneducated know nothing of the supply of these wants which embellishes civilized life; hence, educated work- en live in better houses, eat better food, and wear better clothes than their ed fellows. They occupy advanced ground in regard to the virtues of [illegible] ess addicted to the vices; hence, they become leaders among their [illegible] session of the National Labor Congress, held at Cincinnati, O[illegible] e I did not make temperance a subject of inquiry among the [illegible] en from widely-diversified industries and sections of country [illegible] that on no occasion were the deliberations of the congress [illegible] under the influence of strong drink. Many of the leading [illegible] e the false compliments of the drinking custom, and the [illegible] red me that the men prominent in the workingmen's [illegible] almost entirely temperance men. (*c*) The effect of mental [illegible] f workingmen is to make them more moral and refined [illegible] disposed to be idle or dissipated, and compare favor[illegible] ng their fellows. (*d*) Socially the workingmen are [illegible] ated and the uneducated. Their style and habits of [illegible] educated have a disposition to live on wide streets [illegible] rnal appearance. The rapid changes in the fash[illegible] d all classes of workingmen. The wages of wor[illegible] to meet the demands of society in the fitting of [illegible] e very few of either class consider the que[illegible] ons upon the society of the working classes [illegible] years will wipe out every shade of morality. [illegible] e world, and I should say not as idle or di[illegible] ciety. (*f*) Very superior personal appear[illegible] er houses, fixed with more taste and beauty [illegible] with taste; less dissipated than the unta[illegible] lucated that we find 70 per cent. of the [illegible] e great amount of degradation and crime [illegible] can remove these last results. (*g*) (1 [illegible] (3 clause.) No. (4 clause.) Favorably [illegible] ese are the opinions, also, of the Har[illegible]

OBSERVERS.

) Douglass, Frederick, editor and [illegible]
) Thomas, Charles, Cincinnati, O[illegible]
) Trumbull, Robert J., Skipwith L[illegible]
estion 1. Have you observed a [illegible] uted by persons, arising from a [illegible] r natural abilities?—Answers. [illegible] general rule, work with greater [illegible] e, and believe that education [illegible] issippi.
estion 2. Where were your [illegible] the laborers engaged?—A[illegible] have extended over severa[illegible]

coarser kinds, on the wharves and in some of the handicrafts. (*b*) In many towns and several States; a large variety. (*c*) Principally as laborers in cotton, and almost entirely negroes.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read or write; and, if so, how much would such additional skill tend to increase the productiveness of their services and consequently their wages?—Answers. (*a*) It is impossible for me to fix the precise difference in the value to employer of the labor of educated persons as against that of uneducated persons, but I have no doubt that the difference is largely in favor of the labor of educated persons, while to the persons themselves the difference is vastly in favor of those who are educated. They do their work more easily, with less bodily exertion, and are generally in better condition for work. I have noticed that educated men know better how to dispose of their energies, make fewer false motions, and otherwise economize their strength. (*b*) The condition of laborers is governed by circumstances, of course; but, "other circumstances being equal," the laborers who can read and write certainly have a decided advantage. (*c*) Among negroes there seems to be no advantage of education, as thus far it has been used, when possessed by a few individuals in the community, to acquire influence over their fellows for vicious purposes. I may also add that there is little desire among them now for education, parents preferring to use the services of their children in cultivating crops rather than sending them to school.

Question 4. What increase of ability would a still higher degree of education, a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c., give the laborer in the power of producing wealth, and how much would it increase his wages? Answers. (*a*) As a matter of course, the more thought a man can bring to the aid of labor the better for himself and for his employer. He who labors by practice does well, but he who combines theory with practice does better. The more knowledge a man has the greater will be his mastery over both theory and practice. I might venture to sea with a man knowing the theory of navigation, but never with one destitute of such knowledge, though he were a good practical sailor. (*b*) All depends on the individual. If his organization is right, education will help him in all he undertakes; but if not, all the education you can give, if a person lacks system and energy, does not make him produce more, or of more value. (*c*) With a superior degree of education, doubtless there would be great improvement; but without moral culture, which is entirely wanting with the black race, but little advantage can be gained from such education as they now have or will acquire.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) My answers to this question is more or less implied in all I have said above. Ignorance clings steadily to the old way of doing things, however clumsy or awkward; while intelligence more easily discovers a better way, and more readily adopts the new against the old. (*b*) Answered in the preceding question. (*c*) No experience in this respect.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed over one who had not enjoyed that advantage?—Answers. (*a*) I think he would. If an educated man could find no better employment than digging a ditch, I should expect to find that work better done than by an uneducated person. (*b*) I think not, as a general thing. (*c*) Yes; provided he had industry. But our experience is, that with the negro, the more ignorant the better laborer.

Question 7. From observations you have made, whom do you consider best fitted for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) Everything that tends to increase the dignity and self-respect of a man tends to increase his fitness to fill important stations of trust. An educated man may, despite his education, be a rogue; but the natural tendency of education is to make men honest and faithful in their dealings. (*b*) Skill, strength, and fidelity might be equal, but to do business as a superintendent, or foreman, or an agent, a person should have system and force of character; and if he has not those qualifications, superior education has an advantage. (*c*) The state of morality among all classes in this country is such, that fidelity is more valuable than all other acquirements.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen? Do they, as a class, live in better houses or with better surroundings? Are they more idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answers. (*a*) In all that belongs to the social well-being of working-

men, the educated workingman has the advantage. His taste is higher and purer, his house is larger and cleaner, and the good effects of education are seen all around him. (*b*). I believe education elevates, and consequently carries with it a moral responsibility which untaught persons do not, as a general thing, possess. · Therefore, I would say educate, educate the whole human family. (*c*) With respect to negroes, we have no experience, as they have no mental culture worthy of the name. Superficially educated white men are less valuable as laborers, and less responsible than negroes.

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# ILLITERACY IN THE UNITED STATES.

Notwithstanding the number and variety of schools, public and private, elementary and of higher grades, and the consequent general education of our people, there are now, as there have been, vast numbers who cannot even read and write. The census tables of 1840, 1850, and 1860 bring to light facts on this subject which ought to arrest the earnest attention of every American citizen.

The first statistics upon this subject for the United States were gathered and published in the national census of 1840. It returns 549,850 white persons over twenty years of age unable to read and write. In 1850 this number had increased to 962,898; and in 1860 it had swelled to 1,126,575. To this number should be added 91,736 free colored illiterate adults, and 1,653,800 adult slaves, now free, and we have the alarming aggregate of 2,872,111, or nearly three millions of our adult population, reported as wholly unable to read and write.·

But, as much more than half our population are under twenty-one, and as there has been no corresponding increase of educational facilities, there must be, and is, a still larger number, more than three millions, of young persons who are growing up in ignorance to fill the ranks of illiteracy as the older ones pass off the stage; so that more than six millions of the American people constitute a *bookless* class, shut out from direct access to this main source of knowledge. Not counting the million and a half of these under ten years of age, who cannot yet be said to be illiterate, (though they are on the high road to it, unless something more efficient is promptly done to save them.) we have one and a half millions of illiterate youths to add to the three millions of illiterate adults, or four and a half millions of youths and adults actually illiterate. They themselves can make no use of our Bibles, our printed constitutions and laws, our various instructive books, or our newspapers, the great agency of popular information, but must depend upon others. To their blind eyes the light from the printed page and the daily sheet is darkness. They have received no direct benefit from all our public and private schools, or from the large sums given or appropriated for school purposes. Those who *have* learned to read have been reached directly by these appropriations and benefactions. Cannot something effectual be done for these millions who have been, and still remain, unprovided for and out of reach?

It may be said, "A large proportion of these are negroes, recently slaves." But they are *men*, ignorant men, women, and children; and they themselves, and we all of us with them, must suffer the evil consequences of this ignorance, if it cannot be, if it is not removed. But, besides them, there are more than a million and a half (1,700,000) illiterate white youths and adults, and another half million of children under ten, growing up to (must it be?) hopeless ignorance.

But some say, "They are mostly foreigners, from countries where, in the interests of despotism, the people are kept in ignorance." This is true of only a small portion of the emigrants from Europe, nearly all the European states from which most of them come having efficient systems of public schools. Besides, our illiterate are, most of them, native-born. In 1860, according to the census, there were, of our illiterate adults, but 346,893 of foreign birth, while there were 871,418 native-born. The foreign-born illiterate are found chiefly in the States containing our great commercial cities, (as Massachusetts, 45,000; New York, 93,000; Pennsylvania, 37,000;) especially in the East. In the West and many western cities the immigrants, being chiefly Germans, can read and write their own language. In California the Chinese are not to be included in the number of those who cannot read and write. A writer in one of our leading magazines has recently said that "the first Chinaman unable to read his own language has yet to make his appearance in California." The superintendent of public instruction of the State of New York, in his special report in 1867, says, "travelers and missionaries, and men connected with foreign embassies, are agreed in saying that about all the male population of China can read and write. But the women are neither sent to school nor educated at home." It is well known that, by law, all the offices of government, the greatest civil advantages, and the highest honors, are given only to those

who excel in the schools and in the national literary examinations. These are open to all, and it would seem that all, or nearly all, the boys in the empire start in the race to obtain these prizes, and that they acquire some rudiments of an education before they give up the attempt. But all over *our* country we have vast numbers of native-born citizens who cannot read—over 1,300,000 adults and youths, and nearly 500,000 children growing up untaught. It is to be remembered, too, that the freedmen, now citizens, are also native-born.

But it has been said, "They are chiefly in those States where there are no common schools, in the South—'poor whites,' kept down by institutions and influences which have now been swept away." There are, indeed, thousands of illiterate "poor whites" in the South, as shown by the census. In 1860 there were in South Carolina 15,000 adult native whites who could not read; in Georgia, 43,000; in Alabama, 37,000; in Mississippi, 15,000. And in the next tier of States north it was worse; in North Carolina, 68,000; in Virginia, 72,000; in Tennessee, 67,000; in Kentucky, 63,000; in Missouri, 50,000. But still further north, where the influences of slavery were not directly felt, and where systems of education, public and private, have been long in operation, there are still many thousands of this unfortunate class; in Pennsylvania, 36,000; in New York, 20,000; in Ohio, 41,000; in Indiana, 54,000; in Illinois, 38,000; in Iowa, 13,000; in California, 11,000; and even in the oldest section of the country, where common schools have been in operation from its earliest settlement, there are one or two thousand in each State, too many to be accounted for by the incapacity of certain classes to be taught. Such a fact forces the inquiry as to the sufficiency and efficiency of the means, facilities, and methods of instruction employed.

Thus it appears that this immense evil, our weakness and our disgrace, extends among our native population as well as among those of foreign birth; in the North as well as in the South, both in the East and in the West; in the old States and in the new, from Maine to Georgia, as well as from Maine to California. It is a wide-spread national calamity.

It has been also a *growing* evil; it has grown with the growth of the population. Indeed, from 1840 to 1850 it grew faster than the population. Not only did the gross numbers increase from 550,000 to nearly a million, but the per cent. of illiterate increased from 9 per cent. in 1840 to 11 per cent. in 1850. And, although in 1860 it was reduced again to 9 per cent., where it was in 1840, so that, apparently, taking the whole twenty years together, illiteracy has not grown faster than the population, still it has held its own; the numbers have increased from 550,000 adult white illiterate, to 1,127,000; the per cent. remains the same. It is probable that the return to 9 per cent. in 1860 is due to real progress by earnest Sunday-school or similar efforts to teach the illiterate to read, or by the improving condition of some of our States, and is not due, as some have feared, to preconcerted and combined plans to reduce the numbers returned from some States to a minimum, and thus wipe off the stigma of ignorance exposed by previous census returns, and that the country is not taking such fearful backward strides in the direction of proportional, as well as absolute, illiteracy.

The facts above stated come down only to 1860. Now, in 1870, the absolute numbers, the great army of the illiterate, must have greatly increased. Whether the per cent. has diminished or increased we have yet to learn. The effect of the late war in aggravating and extending the sources of illiteracy will appear in the census of 1870 and 1880, and must be severly felt in its dire influence in this direction upon our social and political life. The opportunity and the stimulus given to the education of the freedman cannot compensate, in one generation, for so much evil. The grand, heroic, and eminently successful efforts of the teachers of the freedman and their liberal supporters have accomplished wonders. But what are these among so many? Taking all who are reported as taught to read, the number is hardly enough to keep up with the natural increase of the population. But even this is better than was done for the illiterate whites in the whole country from 1840 to 1850 and 1860. If the increasing illiteracy of the blacks has been arrested, that of the whites has not yet been checked. Such an evil demands all our wisdom to devise ways and means to arrest and remove it, and all our zeal and energies to put them in execution.

So far the facts have been given simply as they stand in the census. But it is well known, to those who have investigated the subject, that these are far below the truth. Hardly any who can read and write will report themselves, or be reported, as unable to do so, while many who cannot read would not like to be so set down in the census. This is natural, and must too often be the fact. Horace Mann judged himself within bounds when he added to the figures of the census on this point, "only 30 per cent. for its *undoubted* under-estimates," and he raised the number 550,000 for 1840 to 700,000. In corroboration of this he quotes from the message of Governor Campbell, of Virginia, in 1839, statements derived from the most reliable sources, the court records of five city and borough courts, and ninety-three county courts, (out of one hundred and twenty-five counties in the State,) to the effect that "almost one-quarter part of the men applying for marriage licenses were unable to write their names." The census report for 1840 gave 58,787 illiterate white adults in Virginia; Governor Campbell's

proportion would raise the number to 82,489, or 40 per cent. more. From such facts as this, and from careful comparisons of the census reports for the several States, and for the several years 1840, 1850, and 1860, there can be no doubt that the figures of the census may be relied on as much below the painful truth.

But there is a further view to be taken of this question. There are large numbers of persons who can read a little, but who read so imperfectly, and with such hesitation and difficulty, that they *do not* read at all. They are practically, if not absolutely, illiterate. There are many words that on account of our irregular and difficult spelling they cannot understand, and many more that they make out slowly and with great difficulty. The attempt to read is to them so profitless, so dull, and so laborious, that they give it up, and make little or no use of books and newspapers.

Altogether, this question of illiteracy in our country is a most serious one. The more closely we look at it the more serious it appears. If the reports of the census are ever to be anything more than useless columns of figures, to be neglected and cast aside as rubbish, if the great facts so laboriously accumulated and extensively published are ever to become living and operative, it would seem that such statistics and such facts as these ought to arrest the most earnest attention of the nation, and to lead to the most determined and energetic efforts to remove so great and so dangerous an evil.

Twenty-eight years ago, when the fact, then just revealed by the census of 1840, that more than half a million, or 9 per cent. of our adult white population, could not read and write, was first published to the country, it produced a profound sensation. Those of us who then read it in the journals of the day, with any interest in the intelligence and welfare of our country, will remember the impression it made on our own minds, and the comments of the public press. We who had cherished our educational advantages as a precious inheritance from our fathers, and had been accustomed to regard this as a favored land of common schools, academies, and colleges—a land of Bibles, tracts, and Sunday-schools—a land of books and newspapers in the hands of an enlightened and free people, were startled by this unexpected announcement. More than half a million of our free citizens were utterly illiterate; in South Carolina, in Alabama, in Missouri, about 20,000 each; in Georgia, in Illinois, in Pennsylvania, 30,000; in Ohio, 35,000; in Indiana, in Kentucky, 40,000; in New York, 45,000; and nearly 60,000 in North Carolina, in Tennessee, and in Virginia; in all, more than a twelfth part of our adult white population, and then there were all the slaves. It was a painful, a mortifying, and a dangerous state of things; *how* dangerous, we have since learned by terrible experience in our late destructive war, which would never have come upon us had we been a nation of readers.

In no State was this revelation more fitly and earnestly considered than in Virginia. Without looking at the motes in a brother's eye, without attempting to explain away or palliate so great an evil, without seeking a wretched comfort in the almost equal numbers and larger percentage of illiteracy in some other States, or the still greater ignorance in the mother country, she set herself earnestly to consider her own condition and seek a remedy. An educational convention was called to meet in Richmond, December 9, 1841, and nothing that was said or published at the time is more worthy to be remembered than these words of James M. Garnet, in his address before that convention. After stating that "long ago a few individuals had earnestly asked for such a convention," he adds:

"But these efforts, few and far between, fell still-born from the press, and, if my memory fails me not, obtained no friendly response from any quarter whatever. This, I verily believe, would still be the case had it not been for the startling fact, disclosed by our late census, that there are nearly sixty thousand of our white population, over twenty years of age, who can neither read nor write. The publication of such a fact throughout the United States—a fact so replete with reproach, degradation, and disgrace to Virginia—has effectually shamed and alarmed us all." "The excitement which has resulted in producing the present convention, has given rise to many suggestions in our public journals, which evince how sincerely and deeply their authors feel the political as well as the moral evils that are the necessary consequences of the totally unlettered state in which so large a portion of our people have been found."

Soon after this a public school system was established in Virginia, as was done about the same time in North Carolina. But, notwithstanding all that was done in these and other States, the evil of illiteracy seems not to have been remedied, or even materially arrested, though it must have been in a measure checked in some districts.

The alarming increase in the numbers and in the per cent. of the unlettered class in 1850 produced little impression on the public mind, and led to no corresponding or adequate efforts. And when, in 1860, this dark cloud was spreading wider over the face of the country, if not deepening in gloom, hardly any public notice was taken of its threatening aspect. The quick feeling and prompt action of (at least a few States in) 1840 were gone. Why was there such apathy and inaction when there was so much more to do, and so much more need of it?

The causes and remedies of this, and of our illiteracy itself, have been the subjects of long-continued and anxious attention, and will be considered in connection with the

several views which follow. These have been prepared in the hope of arresting public attention to these facts, and of leading to some effective course of action. To this end they are respectfully laid before the American people.

TABLE I.—*White persons over twenty years of age who could not read and write in* 1840.

| | | | | | |
|---|---|---|---|---|---|
| Alabama | 22,592 | Maine | 3,241 | Pennsylvania | 33,940 |
| Arkansas | 6,567 | Maryland | 11,817 | Rhode Island | 1,614 |
| Connecticut | 526 | Massachusetts | 4,448 | South Carolina | 20,615 |
| Delaware | 4,832 | Michigan | 2,173 | Tennessee | 58,531 |
| Florida | 1,303 | Mississippi | 8,360 | Vermont | 2,270 |
| Georgia | 30,717 | Missouri | 19,457 | Virginia | 58,732 |
| Illinois | 27,502 | New Hampshire | 942 | Wisconsin | 1,701 |
| Indiana | 38,100 | New Jersey | 6,385 | Dist. of Columbia | 1,033 |
| Iowa | 1,118 | New York | 44,452 | | |
| Kentucky | 40,018 | North Carolina | 56,609 | Total | 549,850 |
| Louisiana | 4,861 | Ohio | 35,394 | | |

Table I is taken from the "Compendium of the Sixth Census," (1840,) p. 99. It presents but a single fact with regard to each State, (all that this census gives directly,) "the number of white persons over twenty years of age who cannot read and write;" there are no distinctions of nativity, color, or sex. It needs no special explanation.

It is arranged on the page so as to be conveniently compared with the tables and views which follow.

In Table IV the numbers of illiterate whites at twenty years of age, "aged twenty and under twenty-one," are given for 1840, as well as for 1850 and 1860.

In Table V the numbers of illiterate whites "aged twenty and over;" (that is, combining those *at* twenty with those over twenty,) are given for the year 1840. Tables I and V for 1840 correspond with tables II and III for 1850 and 1860, but could not be incorporated with them without needlessly extending them over more space than could be given conveniently in these pages.

In View I the relative numbers of illiterate adults in the several States in 1840, as recorded, (in Table I,) are brought out to view so as to be seen and better appreciated.

TABLE II is taken from the "Compendium of the Seventh Census," (1850,) p. 145, and from the volume of the Eighth Census, (1860,) on "Mortality and Miscellaneous Statistics," p. 508. Those two pages furnish not only the numbers of illiterate whites over twenty years of age, but the numbers of male and female, of colored as well as white, of native and foreign, illiterate, and the figures have been taken and brought together, and arranged here in this table. In addition to this, the difference between the numbers of male and female illiterate has been computed, and set down in a column under the head of "Excess," or "Ex.," (the numbers of female illiterate being generally in excess.) Where the number of females is *less* than the number of males, the sign (—) is placed before the figures. The number of illiterate females to every 100 males has also been computed, and set down in a column under the head of "R." (ratio.)

EXPLANATION.—Opposite to the name of each State are two sets of figures, or numbers, in each column; the *upper* numbers are for 1850, the *lower* for 1860. Thus, in 1850 there were in Alabama 13,163 white male illiterate; 20,594 female; excess of females, 7,431; or 156 females to every 100 males. In 1860 there were 14,517 males; 23,088 females; 8,571 more females than males; or 159 males to every 100 males. In California, in 1850 there were 3,356 *less* females than males, or only 21 females to every 100 males. In 1860 there were 4,681 *less* females than males, or 60 females to every 100 males.

By this arrangement all the statistics on the two pages of the two volumes of the Census Reports for 1850 and 1860 are brought together on one page, and so combined and connected that the figures for the two years, for the several States, and for the different classes of illiterate, may be readily compared with each other.

TABLE III is derived from the "Compendium of the Seventh Census," (1850,) pp. 151, 88, 89, 82; 145, 52, 104; 150, (152,) 60, 45; from the volume of the Eighth Census, (1860,) on "Population," pp. 592–3, 594–5, 606–7, 624, 631, 639, 647; and from the volume of the same census on "Mortality and Miscellaneous Statistics," p. 508.

All the important facts and numbers relating to illiteracy recorded on the above pages are brought together, arranged, and set down in this table so as to be readily compared with each other. Additional numbers of importance are computed from them, and arranged in their proper places in the table. Finally, all the percentages (the chief object of this table) which seemed necessary have been carefully computed and arranged in the same way.

The table of percentages (CLV, p. 152, "Compendium," 1850,) was first resorted to as furnishing a condensed view of the more important facts. But it appeared that the first four columns of that table give only ratios between the number of illiterate *adults* and the whole number of persons of *all ages*, ratios of very little value, and not percentages; and that in columns 5, 6, and 8 the whole number of *adults aged twenty and over* (over 19) was compared with the number of *illiterate aged twenty-one and over*, (over

20,) not a true per cent., but a ratio of less value. Moreover, the most important column (5) was found, on examination, to be quite inaccurate. It appeared necessary, therefore, to compute the percentages anew, in order to obtain an accurate and reliable view, and a just comparison and valuation of the several classes of facts in each and all the States.

In order to compare the numbers of illiterate and adults of the *same age*, and thus get a true and valuable percentage, it was necessary either to compute the number of adults over twenty (21 and over) to compare with the number of illiterate of those ages as given on p. 145, "Compendium," (1850;) or to compute the number of illiterate over nineteen (20 and over) to compare with the number of adults of those ages as given on p. 151.

It was judged best, as well as found practical and convenient, to compute the numbers both of illiterate and adults *at* twenty years of age, (20 and under 21,) as this would furnish either of the numbers needed for comparison, and would also give the numbers of persons annually coming to be of age (21) without the ability to read, and swelling the vast numbers of totally illiterate adults in our country. Also, as the census tables everywhere group the population by decades, ("20 and under 30," &c.,) it was thought best to compare the adults "twenty and over" with the illiterate "twenty and over." This has accordingly been done in this table.

In making these computations, I have had the invaluable assistance of Henry M. Parkhurst, the astronomer and mathematician, whose skill and accuracy enable me to speak with confidence of their correctness. I also know them to be reliable from my own personal proving. They are as reliable as the data furnished by the census would allow them to be. Those data, I think, for all practical purposes on this subject of illiteracy, can be depended upon, with the single exception of the estimated per cent. (60) of foreigners who are adults. (See "Compendium of Seventh Census," pp. 150, 151, 152.) But there were no means of ascertaining the exact percentage; and besides, this per cent. (60) was used in computing the numbers of adult foreigners for 1850 taken from p. 151 of that "Compendium;" I therefore used it in computing the numbers of foreign adults for 1860. The per cent. must be about 80. The effect of this will be shown in detail in connection with the Views of Percentage, particularly Nos. 13 and 15. As some persons may wish to know exactly how each of the numbers (especially in Tables III and IV) was taken or computed from the pages of the census referred to, a particular statement of the modes of computation is given on another page.

Table III may be compared with Table II, which gives the numbers "over 20," (21 and over,) while this gives the numbers over 19 (20 and over.) It may also be compared with Table IV, which corresponds with column 7, native and foreign white, and in which the numbers *at* 20 are given for 1840, 1850, and 1860, and the per cent. for all these years; and with Table V, which corresponds with the same column, and gives the statistics of native and foreign white for 1840; also with Table VI, (see View 8,) which gives the statistics of adult slaves and total illiteracy for 1840, and corresponds with columns 10 and 11 of Table III.

TABLE IV.—This table is prepared for the double purpose of showing, as exactly as the data of the census reports enable us to give them, how many illiterate and adults are annually becoming of age, (21,) (facts of great interest in several connections;) and of comparing the per cent. of the three years 1840, 1850, 1860. Its sources and relation to column 7, Table III, are referred to in the three preceding paragraphs.

The arrangement will be readily understood, it being on the same plan as that in Table III, the figures for the several years being placed in their order opposite the name of each State.

TABLE V.—This table and its relations to the others are explained in the preceding paragraphs and in the margin. Taken with Table VI, it completes Table III, by giving the statistics of 1840, for which there was no room in that table.

TABLE II.—*Persons over twenty years of age who cannot read and write.*

| | Years. | White. | | | | | Free colored. | | | | | Native. | Foreign. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Excess. | Ratio. | Total. | Male. | Female. | Excess. | Ratio. | Total. | | | |
| **Alabama** | 1850 | 13,163 | 20,594 | 7,431 | 156 | 33,757 | 108 | 127 | 19 | 118 | 235 | 33,853 | 139 | 33,992 |
| Do | 1860 | 14,517 | 23,088 | 8,571 | 159 | 37,605 | 192 | 263 | 71 | 137 | 455 | 37,302 | 758 | 38,060 |
| **Arkansas** | 1850 | 6,810 | 10,009 | 3,199 | 147 | 16,819 | 61 | 55 | —6 | 90 | 116 | 16,908 | 27 | 16,935 |
| Do | 1860 | 9,379 | 14,263 | 4,884 | 152 | 23,642 | 10 | 13 | 3 | 130 | 23 | 23,587 | 78 | 23,665 |
| **California** | 1850 | 4,237 | 881 | —3,356 | 21 | 5,118 | 88 | 29 | —59 | 33 | 117 | 2,318 | 2,917 | 5,235 |
| Do | 1860 | 11,855 | 7,154 | —4,681 | 60 | 18,989 | 497 | 207 | —290 | 42 | 704 | 11,509 | 8,184 | 19,693 |
| **Connecticut** | 1850 | 2,037 | 2,702 | 665 | 133 | 4,739 | 282 | 275 | —17 | 94 | 567 | 1,293 | 4,013 | 5,306 |
| Do | 1860 | 3,405 | 5,083 | 1,678 | 149 | 8,488 | 181 | 164 | —17 | 91 | 345 | 925 | 7,908 | 8,833 |
| **Delaware** | 1850 | 2,012 | 2,524 | 512 | 125 | 4,536 | 2,724 | 2,921 | 197 | 107 | 5,645 | 9,777 | 404 | 10,181 |
| Do | 1860 | 2,838 | 3,823 | 985 | 135 | 6,661 | 3,056 | 3,452 | 396 | 113 | 6,508 | 11,513 | 1,666 | 13,169 |
| **Florida** | 1850 | 1,736 | 2,123 | 387 | 122 | 3,859 | 116 | 154 | 38 | 133 | 270 | 3,834 | 295 | 4,129 |
| Do | 1860 | 2,378 | 2,963 | 585 | 125 | 5,341 | 48 | 72 | 24 | 150 | 120 | 5,150 | 311 | 5,461 |
| **Georgia** | 1850 | 16,552 | 24,648 | 8,096 | 149 | 41,200 | 208 | 259 | 51 | 125 | 467 | 41,261 | 406 | 41,667 |
| Do | 1860 | 16,900 | 26,784 | 9,884 | 158 | 43,684 | 255 | 318 | 63 | 125 | 573 | 43,550 | 707 | 44,257 |
| **Illinois** | 1850 | 16,633 | 23,421 | 6,788 | 141 | 40,054 | 605 | 624 | 19 | 103 | 1,229 | 35,336 | 5,947 | 41,283 |
| Do | 1860 | 24,786 | 33,251 | 8,465 | 134 | 58,037 | 632 | 695 | 63 | 110 | 1,327 | 39,748 | 19,616 | 59,364 |
| **Indiana** | 1850 | 26,132 | 44,408 | 18,276 | 170 | 70,540 | 1,024 | 1,146 | 122 | 112 | 2,170 | 69,445 | 3,265 | 72,710 |
| Do | 1860 | 24,297 | 36,646 | 12,349 | 151 | 60,943 | 869 | 904 | 35 | 104 | 1,773 | 55,903 | 6,813 | 62,716 |
| **Iowa** | 1850 | 2,928 | 5,192 | 2,264 | 177 | 8,120 | 15 | 18 | 3 | 120 | 33 | 7,076 | 1,077 | 8,153 |
| Do | 1860 | 7,806 | 11,976 | 4,170 | 153 | 19,782 | 92 | 77 | —15 | 84 | 169 | 12,933 | 7,048 | 19,951 |
| **Kansas** | 1860 | 1,228 | 1,776 | 548 | 145 | 3,004 | 25 | 38 | 13 | 152 | 63 | 2,695 | 372 | 3,067 |
| **Kentucky** | 1850 | 27,754 | 38,933 | 11,179 | 140 | 66,687 | 1,431 | 1,583 | 157 | 111 | 3,019 | 67,359 | 2,347 | 69,706 |
| Do | 1860 | 28,742 | 38,835 | 10,093 | 135 | 67,577 | 1,113 | 1,350 | 237 | 121 | 2,463 | 65,749 | 4,291 | 70,040 |
| **Louisiana** | 1850 | 9,842 | 11,379 | 1,537 | 116 | 21,221 | 1,038 | 2,351 | 1,313 | 226 | 3,389 | 18,339 | 6,271 | 24,610 |
| Do | 1860 | 8,051 | 9,757 | 1,706 | 121 | 17,808 | 485 | 717 | 232 | 148 | 1,202 | 15,679 | 3,331 | 19,010 |
| **Maine** | 1850 | 3,259 | 2,888 | —371 | 89 | 6,147 | 77 | 58 | —19 | 75 | 135 | 2,134 | 4,148 | 6,282 |
| Do | 1860 | 4,282 | 4,270 | —12 | 100 | 8,552 | 25 | 21 | —4 | 84 | 46 | 2,386 | 6,212 | 8,598 |
| **Maryland** | 1850 | 8,557 | 12,258 | 3,701 | 143 | 20,815 | 9,422 | 11,640 | 2,218 | 123 | 21,062 | 33,426 | 3,451 | 41,877 |
| Do | 1860 | 7,290 | 8,529 | 1,239 | 117 | 15,819 | 9,904 | 11,795 | 1,891 | 119 | 21,699 | 33,780 | 3,738 | 37,518 |
| **Massachusetts** | 1850 | 11,578 | 15,961 | 4,383 | 138 | 27,539 | 375 | 431 | 56 | 115 | 806 | 1,861 | 26,484 | 28,345 |
| Do | 1860 | 16,969 | 29,293 | 12,324 | 172 | 46,262 | 291 | 368 | 77 | 126 | 659 | 2,004 | 44,917 | 46,921 |
| **Michigan** | 1850 | 4,037 | 3,875 | —162 | 96 | 7,912 | 201 | 168 | —33 | 84 | 369 | 5,272 | 3,009 | 8,281 |
| Do | 1860 | 8,596 | 8,845 | 249 | 103 | 17,441 | 558 | 486 | —72 | 87 | 1,044 | 8,170 | 10,315 | 18,485 |
| **Minnesota** | 1850 | 389 | 260 | —129 | 67 | 649 | 0 | 0 | 0 | 0 | 0 | 259 | 390 | 649 |
| Do | 1860 | 2,382 | 2,369 | —13 | 99 | 4,751 | 6 | 6 | 0 | 100 | 12 | 1,655 | 3,708 | 4,763 |
| **Mississippi** | 1850 | 5,522 | 7,883 | 2,361 | 143 | 13,405 | 75 | 48 | —27 | 64 | 123 | 13,447 | 81 | 13,528 |
| Do | 1860 | 6,256 | 9,270 | 3,014 | 148 | 15,526 | 50 | 60 | 10 | 120 | 110 | 15,136 | 500 | 15,636 |
| **Missouri** | 1850 | 14,458 | 21,823 | 7,365 | 151 | 36,281 | 271 | 226 | —45 | 83 | 497 | 34,917 | 1,861 | 36,778 |
| Do | 1860 | 24,255 | 35,405 | 11,150 | 146 | 59,660 | 371 | 514 | 143 | 138 | 885 | 51,173 | 9,372 | 60,545 |
| **New Hampshire** | 1850 | 1,662 | 1,295 | —367 | 78 | 2,957 | 26 | 26 | 0 | 100 | 52 | 945 | 2,064 | 3,009 |
| Do | 1860 | 2,023 | 2,660 | 637 | 131 | 4,683 | 15 | 19 | 4 | 127 | 34 | 1,093 | 3,624 | 4,717 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Jersey | 1850 | 6,007 | 8,241 | 2,234 | 137 | 14,248 | 2,167 | 2,250 | 83 | 104 | 4,417 | 12,787 | 5,878 | 18,665 |
| Do | 1860 | 8,436 | 10,840 | 2,404 | 128 | 19,276 | 1,720 | 2,085 | 365 | 121 | 3,805 | 12,937 | 10,144 | 23,081 |
| New York | 1850 | 39,178 | 52,115 | 12,937 | 133 | 91,293 | 3,387 | 4,042 | 655 | 119 | 7,429 | 30,670 | 68,052 | 98,722 |
| Do | 1860 | 47,703 | 68,262 | 20,559 | 143 | 115,965 | 2,653 | 3,260 | 607 | 123 | 5,913 | 26,163 | 95,715 | 121,878 |
| North Carolina | 1850 | 26,239 | 47,327 | 21,088 | 180 | 73,566 | 3,099 | 3,758 | 659 | 121 | 6,857 | 80,083 | 340 | 80,423 |
| Do | 1860 | 26,024 | 42,104 | 16,080 | 162 | 68,128 | 3,067 | 3,782 | 715 | 123 | 6,849 | 74,877 | 100 | 74,977 |
| Ohio | 1850 | 22,994 | 38,036 | 15,042 | 165 | 61,030 | 2,366 | 2,624 | 258 | 111 | 4,990 | 56,958 | 9,062 | 66,020 |
| Do | 1860 | 23,207 | 35,345 | 12,048 | 152 | 58,642 | 2,995 | 3,191 | 196 | 107 | 5,186 | 48,015 | 16,813 | 64,828 |
| Oregon | 1850 | 86 | 71 | —15 | 83 | 157 | 3 | 2 | —1 | 67 | 5 | 99 | 63 | 162 |
| Do | 1860 | 762 | 737 | —25 | 97 | 1,499 | 7 | 5 | —2 | 71 | 12 | 1,200 | 311 | 1,511 |
| Pennsylvania | 1850 | 24,380 | 42,548 | 18,168 | 175 | 66,928 | 4,115 | 5,229 | 1,114 | 127 | 9,344 | 51,283 | 24,989 | 76,272 |
| Do | 1860 | 27,560 | 44,596 | 17,036 | 162 | 72,156 | 3,893 | 5,466 | 1,573 | 140 | 9,359 | 44,930 | 36,585 | 81,515 |
| Rhode Island | 1850 | 1,330 | 2,010 | 680 | 151 | 3,340 | 130 | 137 | 7 | 105 | 267 | 1,248 | 2,359 | 3,607 |
| Do | 1860 | 2,057 | 3,795 | 1,738 | 184 | 5,852 | 119 | 141 | 22 | 118 | 260 | 1,202 | 4,910 | 6,112 |
| South Carolina | 1850 | 5,897 | 9,787 | 3,890 | 166 | 15,684 | 421 | 459 | 38 | 109 | 880 | 16,460 | 104 | 16,564 |
| Do | 1860 | 5,811 | 8,981 | 3,170 | 155 | 14,792 | 633 | 783 | 150 | 124 | 1,416 | 15,792 | 416 | 16,208 |
| Tennessee | 1850 | 28,469 | 49,053 | 20,584 | 172 | 77,522 | 506 | 591 | 85 | 117 | 1,097 | 78,114 | 505 | 78,619 |
| Do | 1860 | 27,358 | 43,001 | 15,643 | 157 | 70,359 | 743 | 952 | 209 | 128 | 1,695 | 69,262 | 2,792 | 72,054 |
| Texas | 1850 | 4,988 | 5,537 | 549 | 111 | 10,525 | 34 | 24 | —10 | 71 | 58 | 8,095 | 2,488 | 10,583 |
| Do | 1860 | 8,514 | 9,900 | 1,386 | 116 | 18,414 | 25 | 37 | 12 | 148 | 62 | 11,832 | 6,644 | 18,476 |
| Vermont | 1850 | 3,601 | 2,588 | —1,013 | 72 | 6,189 | 32 | 19 | —13 | 59 | 51 | 616 | 5,624 | 6,240 |
| Do | 1860 | 4,467 | 4,402 | —65 | 99 | 8,869 | 27 | 20 | —7 | 74 | 47 | 933 | 7,983 | 8,916 |
| Virginia | 1850 | 30,244 | 46,761 | 16,517 | 155 | 77,005 | 5,141 | 6,374 | 1,233 | 124 | 11,515 | 87,383 | 1,137 | 88,520 |
| Do | 1860 | 31,178 | 42,877 | 11,699 | 138 | 74,055 | 5,489 | 6,908 | 1,419 | 126 | 12,397 | 83,300 | 3,152 | 86,452 |
| Wisconsin | 1850 | 2,930 | 3,431 | 501 | 117 | 6,361 | 55 | 37 | —18 | 67 | 92 | 1,551 | 4,902 | 6,453 |
| Do | 1860 | 7,465 | 8,983 | 1,518 | 120 | 16,448 | 53 | 45 | —8 | 85 | 98 | 2,663 | 13,883 | 16,546 |
| Total in States | 1850 | 389,664 | 573,234 | 183,570 | 147 | 936,203 | 39,613 | 47,690 | 8,077 | 121 | 87,303 | 829,407 | 194,099 | 1,023,506 |
| Do | 1860 | 448,847 | 639,863 | 191,016 | 143 | 1,088,710 | 40,099 | 48,214 | 8,113 | 120 | 88,313 | 834,106 | 342,917 | 1,117,023 |
| Dakota | 1860 | 62 | 15 | —47 | 24 | 77 | 0 | 0 | 0 | 0 | 0 | 60 | 17 | 77 |
| Nebraska | 1860 | 317 | 304 | —13 | 96 | 621 | 6 | 7 | 1 | 117 | 13 | 357 | 277 | 634 |
| Nevada | 1860 | 138 | 5 | —133 | 4 | 143 | 6 | 1 | —5 | 17 | 7 | 40 | 110 | 150 |
| New Mexico | 1850 | 13,334 | 11,751 | —1,583 | 88 | 25,085 | 2 | 2 | 0 | 100 | 4 | 24,429 | 660 | 25,089 |
| Do | 1860 | 16,008 | 16,750 | 742 | 105 | 32,758 | 12 | 15 | 3 | 125 | 27 | 31,626 | 1,159 | 32,785 |
| Utah | 1850 | 88 | 65 | —23 | 74 | 153 | 1 | 0 | —1 | 0 | 1 | 121 | 33 | 154 |
| Do | 1860 | 98 | 225 | 127 | 230 | 323 | 0 | 0 | 0 | 0 | 0 | 162 | 161 | 323 |
| Washington | 1860 | 295 | 142 | —153 | 48 | 437 | 1 | 0 | —1 | 0 | 1 | 207 | 231 | 438 |
| District of Columbia | 1850 | 601 | 856 | 255 | 142 | 1,457 | 1,106 | 2,108 | 1,002 | 191 | 3,214 | 4,349 | 322 | 4,671 |
| Do | 1860 | 1,258 | 2,248 | 990 | 179 | 3,506 | 1,151 | 2,224 | 1,073 | 193 | 3,375 | 4,860 | 2,021 | 6,881 |
| Total in Territories | 1850 | 14,023 | 12,672 | —1,351 | 90 | 26,695 | 1,109 | 2,110 | 1,001 | 190 | 3,219 | 28,899 | 1,015 | 29,914 |
| Do | 1860 | 18,176 | 19,689 | 1,513 | 108 | 37,865 | 1,176 | 2,247 | 1,071 | 191 | 3,423 | 37,312 | 3,976 | 41,288 |
| Total in United States | 1850 | 389,664 | 573,234 | 183,570 | 147 | 962,898 | 40,722 | 49,800 | 9,078 | 122 | 90,522 | 858,306 | 195,114 | 1,053,420 |
| Do | 1860 | 467,023 | 659,552 | 192,529 | 141 | 1,126,575 | 41,275 | 50,461 | 9,186 | 122 | 91,736 | 871,418 | 346,893 | 1,218,311 |

NOTE.—To bring out in full view the facts recorded in the above table, and to exhibit them so that they will be more distinctly seen and more fully appreciated, Views 2, 3, 4, 5, 6, and 7 have been prepared, and to them the reader is referred.

TABLE III.—*Per cent. of illiterate*

In this table the whole number of persons "aged 20 and over" is given,

EXPLANATION.

In the several columns of this table the statistics for both 1850 and 1860 are brought together against the name of each State, and arranged as follows, (see Alabama, column 1 :)

| | | | | |
|---|---|---|---|---|
| Alabama... | 1850 | Illiterate adults..... | 35, 382 | 20. 35 per cent. |
| | | Whole number of adults... | 173, 919 | |
| | 1860 | Illiterate adults..... | 38, 805 | 17. 73 per cent. |
| | | Whole number of adults... | 218, 959 | |

The arrangement is the same in all the columns and for all the States.

For Kansas, and for Dakota, Nebraska, Nevada, and Washington Territories, the figures are for 1860 only. the very small per cent. in some of the States, and for the purpose of comparison with the last four unnecessary. The per cent. for the three columns of "Colored" is the same, and that for "Foreign

| | | ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | FREE PERSONS. | | | | | | | | |
| | | Native. | | | | | Foreign. | | | |
| | | White. | | Colored. | Total. | | White. | Colored. | Total. | |
| Alabama | 1850 | 35, 382 | 20. 35 | 243 | 35, 625 | 20. 36 | 144 | 2 | 146 | 3. 24 |
| | | 173, 919 | | 1, 076 | 174, 995 | | 4, 498 | 7 | 4, 505 | |
| | 1860 | 38, 805 | 17. 73 | 474 | 39, 279 | 17. 84 | 798 | 0 | 798 | 10. 77 |
| | | 218, 959 | | 1, 257 | 220, 216 | | 7, 410 | 1 | 7, 411 | |
| Arkansas | 1850 | 17. 752 | 27. 77 | 119 | 17, 871 | 27. 84 | 28 | 1 | 29 | 3. 29 |
| | | 63, 907 | | 308 | 64, 215 | | 880 | 2 | 882 | |
| | 1860 | 24, 904 | 18. 93 | 24 | 24, 928 | 18. 94 | 82 | 0 | 82 | 3. 65 |
| | | 131, 541 | | 71 | 131, 612 | | 2, 244 | 1 | 2, 245 | |
| California | 1850 | 2, 391 | 3. 55 | 103 | 2, 494 | 3. 67 | 3, 119 | 22 | 3, 141 | 24. 01 |
| | | 67, 320 | | 685 | 68, 005 | | 12, 937 | 144 | 13, 081 | |
| | 1860 | 11, 470 | 6. 76 | 670 | 12, 140 | 7. 04 | 8, 576 | 63 | 8, 639 | 9. 83 |
| | | 169, 671 | | 2, 849 | 172, 520 | | 87, 646 | 271 | 87, 917 | |
| Connecticut | 1850 | 770 | . 41 | 580 | 1, 350 | . 71 | 4, 174 | 12 | 4, 186 | 18. 10 |
| | | 186, 213 | | 4, 339 | 190, 552 | | 23, 024 | 86 | 23, 110 | |
| | 1860 | 611 | . 28 | 353 | 964 | . 44 | 8, 231 | 6 | 8, 237 | 17. 01 |
| | | 215, 239 | | 4, 764 | 220, 003 | | 48, 334 | 84 | 48, 418 | |
| Delaware | 1850 | 4, 334 | 13. 91 | 5, 896 | 10, 230 | 26. 05 | 419 | 4 | 423 | 13. 42 |
| | | 31, 151 | | 8, 106 | 39, 257 | | 3, 145 | 6 | 3, 151 | |
| | 1860 | 5, 235 | 13. 42 | 6, 820 | 12, 055 | 25. 09 | 1, 744 | 2 | 1, 746 | 31. 74 |
| | | 39, 006 | | 9, 027 | 48, 033 | | 5, 496 | 3 | 5, 499 | |
| Florida | 1850 | 3, 760 | 19. 13 | 268 | 4, 028 | 20. 05 | 299 | 11 | 310 | 18. 66 |
| | | 19, 661 | | 425 | 20, 086 | | 1, 644 | 17 | 1, 661 | |
| | 1860 | 5, 292 | 16. 19 | 120 | 5, 412 | 16. 34 | 322 | 5 | 327 | 16. 47 |
| | | 32, 704 | | 409 | 33, 113 | | 1, 968 | 17 | 1, 985 | |
| Georgia | 1850 | 42, 948 | 20. 08 | 481 | 43, 429 | 20. 17 | 420 | 7 | 427 | 10. 97 |
| | | 213, 903 | | 1, 369 | 215, 272 | | 3, 871 | 21 | 3, 892 | |
| | 1860 | 45, 199 | 17. 97 | 593 | 45, 792 | 18. 08 | 737 | 6 | 743 | 10. 61 |
| | | 251, 575 | | 1, 660 | 253, 235 | | 6, 986 | 17 | 7, 003 | |
| Illinois | 1850 | 35, 914 | 11. 89 | 1, 285 | 37, 199 | 12. 21 | 6, 251 | 9 | 6, 260 | 9. 32 |
| | | 302, 095 | | 2, 638 | 304, 733 | | 67, 116 | 19 | 67, 135 | |
| | 1860 | 40, 447 | 6. 66 | 1, 380 | 41, 827 | 6. 85 | 20, 627 | 16 | 20, 643 | 10. 60 |
| | | 606, 119 | | 3, 729 | 609, 848 | | 194, 744 | 42 | 194, 786 | |
| Indiana | 1850 | 70, 823 | 18. 70 | 2, 269 | 73, 092 | 19. 06 | 3, 427 | 10 | 3, 437 | 10. 31 |
| | | 378, 653 | | 4, 794 | 383, 447 | | 33, 322 | 21 | 33, 343 | |
| | 1860 | 56, 890 | 10. 81 | 1, 863 | 58, 753 | 11. 05 | 7, 157 | 3 | 7, 160 | 10. 10 |
| | | 526, 310 | | 5, 203 | 531, 513 | | 70, 902 | 8 | 70, 910 | |
| Iowa | 1850 | 7, 406 | 10. 79 | 35 | 7, 441 | 10. 81 | 1, 133 | 0 | 1, 133 | 8. 98 |
| | | 68, 665 | | 158 | 68, 823 | | 12, 608 | 1 | 12, 609 | |
| | 1860 | 13, 370 | 5. 61 | 176 | 13, 546 | 5. 67 | 7, 397 | 2 | 7, 399 | 11. 63 |
| | | 238, 355 | | 525 | 238, 880 | | 63, 642 | 7 | 63, 649 | |
| Kansas | 1850 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | 1860 | 2, 794 | 6. 32 | 66 | 2, 860 | 6. 43 | 395 | 0 | 395 | 5. 19 |
| | | 44, 201 | | 319 | 44, 520 | | 7, 614 | 1 | 7, 615 | |
| Kentucky | 1850 | 67, 713 | 21. 60 | 3, 109 | 70, 822 | 22. 20 | 2, 463 | 7 | 2, 470 | 13. 10 |
| | | 313, 530 | | 5, 466 | 318, 996 | | 18, 840 | 12 | 18, 852 | |
| | 1860 | 66, 470 | 17. 60 | 2, 545 | 69, 015 | 18. 01 | 4, 505 | 2 | 4, 507 | 12. 56 |
| | | 377, 666 | | 5, 615 | 383, 281 | | 35, 875 | 4 | 35, 879 | |

*adults in* 1850 *and* 1860.

the number of illiterate of the same ages, and the per cent. of illiterate.

EXPLANATION.

In the last four columns of Excepted Classes, the *whole number of all ages* of white idiotic, insane, blind, and deaf persons is given, and the number of *thousands* of the *whole white population*, thus: (see Alabama, last column:)

1850.... { Deaf white persons..... 151 / Whole white population ..... 427,000 } .04 per cent., or 4 in 10,000.

1860.... { Deaf white persons..... 207 / Whole white population ..... 526,000 } .04 per cent., or 4 in 10,000.

The arrangement is the same in all these four columns and for all the States.

Colorado is omitted, the census furnishing no statistics of illiteracy for that Territory. On account of columns, the figures are given to .00 of 1 per cent., excepting in the "total" column, where it is white" does not differ materially from "Foreign total."

| ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT. | | | |
|---|---|---|---|---|---|---|---|---|---|
| FREE PERSONS. | | | | | | | | | |
| Native and foreign. | | | | Slaves. | Total. | | | | |
| White. | Colored. | Total. | | | | Idiotic. | Insane. | Blind. | Deaf. |
| 35,526 / 178,417 19.91 | 245 / 1,083 22.62 | 35,771 / 179,500 19.92 | | 147,871 / 147,871 | 183,642 / 327,371 56 | 343 / 427 .08 | 201 / 427 .05 | 156 / 427 .04 | 151 / 427 .04 |
| 39,603 / 226,369 17.49 | 474 / 1,258 37.68 | 40,077 / 227,627 17.61 | | 190,092 / 190,092 | 230,169 / 417,719 55 | 398 / 526 .08 | 223 / 526 .04 | 198 / 526 .04 | 207 / 526 .04 |
| 17,780 / 64,787 27.44 | 120 / 310 38.71 | 17,900 / 65,097 27.59 | | 19,789 / 19,789 | 37,689 / 84,886 44 | 1 3 / 162 .06 | 60 / 162 .04 | 78 / 162 .05 | 80 / 162 .05 |
| 24,986 / 133,785 18.68 | 24 / 72 33.33 | 25,010 / 133,857 18.68 | | 48,225 / 48,225 | 73,235 / 182,082 40 | 152 / 324 .05 | 81 / 324 .02 | 117 / 324 .04 | 116 / 324 .04 |
| 5,510 / 80,257 6.87 | 125 / 829 15.08 | 5,635 / 81,086 6.95 | | 0 / 0 | 5,635 / 81,086 7 | 7 / 92 .01 | 2 / 92 .00 | 1 / 92 .00 | 7 / 92 .01 |
| 20,046 / 257,317 7.79 | 733 / 3,120 23.50 | 20,779 / 260,437 7.98 | | 0 / 0 | 20,779 / 260,437 8 | 42 / 358 .01 | 450 / 358 .13 | 63 / 358 .02 | 55 / 358 .02 |
| 4,944 / 209,237 2.36 | 592 / 4,425 13.38 | 5,536 / 213,662 2.59 | | 0 / 0 | 5,536 / 213,662 3 | 283 / 363 .08 | 464 / 363 .13 | 174 / 363 .05 | 398 / 363 .11 |
| 8,842 / 263,573 3.36 | 359 / 4,848 7.41 | 9,201 / 268,421 3.43 | | 0 / 0 | 9,201 / 268,421 3 | 261 / 452 .06 | 325 / 452 .07 | 166 / 452 .04 | 393 / 452 .09 |
| 4,753 / 34,296 13.86 | 5,900 / 8,112 72.73 | 10,653 / 42,408 25.11 | | 758 / 758 | 11,411 / 43,166 26 | 74 / 71 .10 | 48 / 71 .07 | 25 / 71 .04 | 48 / 71 .07 |
| 6,979 / 44,502 15.68 | 6,822 / 9,030 75.39 | 13,801 / 53,532 25.78 | | 648 / 648 | 14,449 / 54,180 27 | 53 / 91 .06 | 52 / 91 .06 | 32 / 91 .04 | 54 / 91 .06 |
| 4,059 / 21,305 19.05 | 279 / 442 63.15 | 4,338 / 21,747 19.94 | | 17,865 / 17,865 | 22,203 / 39,612 56 | 28 / 47 .06 | 9 / 47 .02 | 15 / 47 .03 | 13 / 47 .03 |
| 5,614 / 34,672 16.20 | 125 / 426 29.34 | 5,739 / 35,098 16.35 | | 27,334 / 27,334 | 33,073 / 62,432 53 | 50 / 78 .06 | 17 / 78 .02 | 15 / 78 .02 | 15 / 78 .02 |
| 43,368 / 217,774 19.92 | 488 / 1,390 35.11 | 43,856 / 219,164 20.01 | | 159,837 / 159,837 | 203,693 / 379,001 54 | 515 / 522 .10 | 294 / 522 .06 | 224 / 522 .04 | 208 / 522 .04 |
| 45,936 / 258,561 17.77 | 599 / 1,677 35.72 | 46,535 / 260,238 17.88 | | 195,936 / 195,936 | 242,471 / 456,174 53 | 535 / 592 .09 | 447 / 592 .08 | 285 / 592 .05 | 304 / 592 .05 |
| 42,165 / 369,211 11.42 | 1,294 / 2,657 48.70 | 43,459 / 371,868 11.69 | | 0 / 0 | 43,459 / 371,868 12 | 361 / 846 .04 | 236 / 846 .03 | 259 / 846 .03 | 354 / 846 .04 |
| 61,074 / 800,863 7.62 | 1,396 / 3,771 37.02 | 62,470 / 804,634 7.76 | | 0 / 0 | 62,470 / 804,634 8 | 588 / 1,704 .03 | 633 / 1,704 .04 | 475 / 1,704 .03 | 741 / 1,704 .04 |
| 74,250 / 411,975 18.02 | 2,279 / 4,815 47.33 | 76,529 / 416,790 18.36 | | 0 / 0 | 76,529 / 416,790 18 | 925 / 977 .09 | 556 / 977 .06 | 341 / 977 .03 | 533 / 977 .05 |
| 64,047 / 597,212 10.73 | 1,866 / 5,211 35.81 | 65,913 / 602,423 10.94 | | 0 / 0 | 65,913 / 602,423 11 | 896 / 1,339 .02 | 1,025 / 1,339 .08 | 522 / 1,339 .04 | 595 / 1,339 .04 |
| 8,539 / 81,273 10.51 | 35 / 159 22.01 | 8,574 / 81,432 10.53 | | 0 / 0 | 8,574 / 81,432 11 | 94 / 192 .05 | 42 / 192 .02 | 50 / 192 .03 | 59 / 192 .03 |
| 20,767 / 301,997 6.88 | 178 / 532 33.46 | 20,945 / 302,529 6.92 | | 0 / 0 | 20,945 / 302,529 7 | 289 / 674 .04 | 201 / 674 .03 | 191 / 674 .03 | 252 / 674 .04 |
| ..... | ..... | ..... | | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | | ..... | ..... | ..... | ..... | ..... | ..... |
| 3,189 / 51,815 6.16 | 66 / 320 20.63 | 3,255 / 52,135 6.24 | | 1 / 1 | 3,256 / 52,136 6 | 17 / 106 .02 | 10 / 106 .01 | 10 / 106 .01 | 27 / 106 .03 |
| 70,176 / 332,370 21.12 | 3,116 / 5,478 56.88 | 73,292 / 337,848 21.70 | | 84,991 / 84,991 | 158,283 / 422,839 37 | 796 / 761 .10 | 502 / 761 .07 | 419 / 761 .05 | 507 / 761 .07 |
| 70,975 / 413,541 17.17 | 2,547 / 5,619 45.33 | 73,522 / 419,160 17.54 | | 91,330 / 91,330 | 164,852 / 510,490 32 | 892 / 919 .10 | 588 / 919 .06 | 516 / 919 .06 | 574 / 919 .06 |

TABLE III.—*Per cent. of illiterate*

| | | ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | FREE PERSONS. | | | | | | | |
| | | Native. | | | | Foreign. | | | |
| | | White. | | Colored. | Total. | | White. | Colored. | Total. | |
| Louisiana | 1850 | 15,967 | 17.05 | 3,313 | 19,280 | 18.87 | 6,390 | 216 | 6,606 | 16.14 |
| | | 93,648 | | 8,498 | 102,146 | | 40,385 | 554 | 40,939 | |
| | 1860 | 15,217 | 11.46 | 1,220 | 16,437 | 11.55 | 3,461 | 33 | 3,494 | 7.19 |
| | | 132,776 | | 9,599 | 142,375 | | 48,362 | 256 | 48,618 | |
| Maine | 1850 | 2,102 | .77 | 126 | 2,228 | .81 | 4,314 | 15 | 4,329 | 22.67 |
| | | 274,400 | | 677 | 275,077 | | 19,017 | 78 | 19,095 | |
| | 1860 | 2,444 | .78 | 43 | 2,487 | .80 | 6,470 | 5 | 6,475 | 28.81 |
| | | 311,572 | | 655 | 312,227 | | 22,390 | 82 | 22,472 | |
| Maryland | 1850 | 18,272 | 10.19 | 21,884 | 40,156 | 18.56 | 3,547 | 70 | 3,617 | 11.78 |
| | | 179,253 | | 37,075 | 216,328 | | 30,606 | 119 | 30,725 | |
| | 1860 | 12,659 | 5.97 | 22,598 | 35,257 | 13.86 | 3,877 | 3 | 3,907 | 8.40 |
| | | 212,113 | | 42,346 | 254,459 | | 46,466 | 56 | 46,522 | |
| Massachusetts | 1850 | 1,145 | .24 | 801 | 1,946 | .41 | 27,701 | 40 | 27,741 | 28.19 |
| | | 470,375 | | 5,118 | 475,493 | | 98,158 | 256 | 98,414 | |
| | 1860 | 1,448 | .26 | 640 | 2,088 | .37 | 46,847 | 44 | 46,891 | 30.05 |
| | | 554,751 | | 5,266 | 560,017 | | 155,702 | 367 | 156,069 | |
| Michigan | 1850 | 5,158 | 3.40 | 368 | 5,526 | 3.62 | 3,135 | 19 | 3,154 | 9.61 |
| | | 151,485 | | 1,282 | 152,767 | | 32,755 | 66 | 32,821 | |
| | 1860 | 7,566 | 2.73 | 1,003 | 8,569 | 3.05 | 10,719 | 95 | 10,814 | 12.09 |
| | | 277,374 | | 3,076 | 280,450 | | 89,165 | 290 | 89,455 | |
| Minnesota | 1850 | 276 | 12.57 | 0 | 276 | 12.43 | 416 | 0 | 416 | 35.07 |
| | | 2,196 | | 25 | 2,221 | | 1,186 | 0 | 1,186 | |
| | 1860 | 1,097 | 2.26 | 12 | 1,109 | 2.27 | 3,894 | 1 | 3,895 | 11.04 |
| | | 48,637 | | 119 | 48,756 | | 35,230 | 7 | 35,237 | |
| Mississippi | 1850 | 14,039 | 11.67 | 126 | 14,165 | 11.72 | 83 | 2 | 85 | 2.96 |
| | | 120,357 | | 482 | 120,839 | | 2,865 | 7 | 2,872 | |
| | 1860 | 15,793 | 10.44 | 115 | 15,908 | 10.49 | 526 | 0 | 526 | 10.24 |
| | | 151,312 | | 391 | 151,703 | | 5,134 | 1 | 5,135 | |
| Missouri | 1850 | 36,306 | 17.20 | 514 | 36,820 | 17.31 | 1,959 | 4 | 1,963 | 4.27 |
| | | 211,126 | | 1,589 | 212,715 | | 45,942 | 13 | 45,955 | |
| | 1860 | 53,021 | 13.67 | 911 | 53,932 | 13.83 | 9,876 | 4 | 9,880 | 10.26 |
| | | 388,008 | | 2,151 | 390,159 | | 96,315 | 10 | 96,325 | |
| New Hampshire | 1850 | 930 | .54 | 53 | 983 | .57 | 2,147 | 1 | 2,148 | 25.10 |
| | | 171,678 | | 317 | 171,995 | | 8,554 | 5 | 8,559 | |
| | 1860 | 1,100 | .61 | 35 | 1,135 | .63 | 3,763 | 0 | 3,763 | 29.95 |
| | | 179,045 | | 284 | 179,329 | | 12,560 | 3 | 12,563 | |
| New Jersey | 1850 | 8,795 | 4.42 | 4,578 | 13,373 | 6.34 | 6,121 | 33 | 6,154 | 17.11 |
| | | 198,778 | | 11,969 | 210,747 | | 35,882 | 86 | 35,968 | |
| | 1860 | 9,560 | 3.63 | 3,950 | 13,510 | 4.88 | 10,586 | 16 | 10,602 | 14.39 |
| | | 263,597 | | 13,084 | 276,681 | | 73,621 | 53 | 73,674 | |
| New York | 1850 | 24,510 | 2.01 | 7,646 | 32,156 | 2.58 | 71,303 | 116 | 71,419 | 18.15 |
| | | 1,219,078 | | 27,744 | 1,246,822 | | 393,134 | 423 | 393,557 | |
| | 1860 | 21,293 | 1.45 | 6,024 | 27,317 | 1.83 | 99,856 | 138 | 99,994 | 16.69 |
| | | 1,468,144 | | 27,523 | 1,495,667 | | 598,553 | 631 | 599,184 | |
| North Carolina | 1850 | 76,825 | 30.68 | 7,204 | 84,029 | 32.03 | 352 | 5 | 357 | 23.07 |
| | | 250,383 | | 12,041 | 262,424 | | 1,539 | 9 | 1,548 | |
| | 1860 | 71,298 | 24.29 | 7,185 | 78,483 | 25.58 | 102 | 3 | 105 | 5.30 |
| | | 293,588 | | 13,338 | 306,926 | | 1,974 | 5 | 1,979 | |
| Ohio | 1850 | 54,612 | 7.19 | 5,225 | 59,837 | 7.75 | 9,495 | 24 | 9,519 | 7.27 |
| | | 759,978 | | 11,843 | 771,821 | | 130,860 | 55 | 130,915 | |
| | 1860 | 43,842 | 4.89 | 6,461 | 50,303 | 5.51 | 17,581 | 29 | 17,610 | 8.94 |
| | | 896,486 | | 17,052 | 913,538 | | 196,875 | 77 | 196,952 | |
| Oregon | 1850 | 102 | 1.70 | 3 | 105 | 1.73 | 65 | 2 | 67 | 10.93 |
| | | 6,013 | | 55 | 6,068 | | 575 | 38 | 613 | |
| | 1860 | 1,252 | 5.59 | 12 | 1,264 | 5.63 | 328 | 0 | 328 | 10.69 |
| | | 22,390 | | 71 | 22,461 | | 3,070 | 3 | 3,073 | |
| Pennsylvania | 1850 | 44,064 | 4.82 | 9,721 | 53,785 | 5.71 | 26,151 | 65 | 26,216 | 14.41 |
| | | 913,423 | | 28,150 | 941,573 | | 181,863 | 187 | 182,050 | |
| | 1860 | 37,272 | 3.26 | 9,725 | 46,997 | 4.01 | 38,200 | 67 | 38,267 | 14.82 |
| | | 1,142,316 | | 29,825 | 1,172,141 | | 258,098 | 205 | 258,303 | |
| Rhode Island | 1850 | 1,032 | 1.53 | 273 | 1,305 | 1.88 | 2,465 | 5 | 2,470 | 17.23 |
| | | 67,305 | | 2,190 | 69,495 | | 14,300 | 41 | 14,341 | |
| | 1860 | 988 | 1.30 | 265 | 1,253 | 1.60 | 5,117 | 5 | 5,122 | 22.89 |
| | | 75,887 | | 2,296 | 78,183 | | 22,393 | 43 | 22,436 | |

*adults in* 1850 *and* 1860—Continued.

| ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | | | WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FREE PERSONS. | | | | | | Slaves. | Total. | | | | | | | | |
| Native and foreign. | | | | | | | | | | | | | | | |
| White. | | Colored. | | Total. | | | | Idiotic. | | Insane. | | Blind. | | Deaf. | |
| 22, 357 | 16. 68 | 3, 529 | 38. 99 | 25, 886 | 18. 09 | 130, 687 | 156, 573 | 106 | .04 | 144 | .06 | 72 | .03 | 82 | .03 |
| 134, 033 | | 9, 052 | | 143, 085 | | 130, 687 | 273, 772 | 255 | | 255 | | 255 | | 255 | |
| 18, 678 | 10. 31 | 1, 253 | 12. 71 | 19, 931 | 10. 44 | 176, 981 | 196, 912 | 135 | .04 | 125 | .03 | 102 | .03 | 198 | .06 |
| 181, 138 | | 9, 855 | | 190, 993 | | 176, 981 | 367, 974 | 357 | | 357 | | 357 | | 357 | |
| 6, 416 | 2. 19 | 141 | 18. 67 | 6, 557 | 2. 23 | 0 | 6, 557 | 575 | .10 | 556 | .10 | 198 | .03 | 265 | .05 |
| 293, 417 | | 755 | | 294, 172 | | 0 | 294, 172 | 582 | | 582 | | 582 | | 582 | |
| 8, 914 | 2. 67 | 48 | 6. 51 | 8, 962 | 2. 68 | 0 | 8, 962 | 656 | .10 | 702 | .11 | 231 | .04 | 297 | .05 |
| 333, 962 | | 737 | | 334, 699 | | 0 | 334, 699 | 627 | | 627 | | 627 | | 627 | |
| 21, 819 | 10. 40 | 21, 954 | 59. 03 | 43, 773 | 17. 72 | 37, 944 | 81, 717 | 275 | .07 | 477 | .11 | 215 | .05 | 197 | .05 |
| 209, 859 | | 37, 194 | | 247, 053 | | 37, 944 | 284, 997 | 418 | | 418 | | 418 | | 418 | |
| 16, 536 | 6. 40 | 22, 628 | 53. 37 | 39, 164 | 13. 01 | 37, 229 | 76, 393 | 174 | .03 | 495 | .10 | 196 | .04 | 177 | .03 |
| 258, 579 | | 42, 402 | | 300, 981 | | 37, 229 | 338, 210 | 516 | | 516 | | 516 | | 516 | |
| 28, 846 | 5. 07 | 841 | 15. 65 | 29, 687 | 5. 17 | 0 | 29, 687 | 786 | .08 | 1, 661 | .17 | 457 | .05 | 356 | .04 |
| 568, 533 | | 5, 374 | | 573, 907 | | 0 | 573, 907 | 985 | | 985 | | 985 | | 985 | |
| 48, 295 | 6. 80 | 684 | 12. 14 | 48, 979 | 6. 84 | 0 | 48, 979 | 703 | .06 | 2, 085 | .17 | 492 | .04 | 422 | .03 |
| 710, 453 | | 5, 633 | | 716, 086 | | 0 | 716, 086 | 1, 221 | | 1, 221 | | 1, 221 | | 1, 221 | |
| 8, 293 | 4. 50 | 387 | 28. 71 | 8, 680 | 4. 68 | 0 | 8, 680 | 186 | .05 | 132 | .03 | 125 | .03 | 124 | .03 |
| 184, 240 | | 1, 348 | | 185, 588 | | 0 | 185, 588 | 395 | | 395 | | 395 | | 395 | |
| 18, 285 | 4. 99 | 1, 098 | 32. 62 | 19, 383 | 5. 24 | 0 | 19, 383 | 362 | .04 | 247 | .03 | 251 | .03 | 274 | .04 |
| 366, 539 | | 3, 366 | | 369, 905 | | 0 | 369, 905 | 736 | | 736 | | 736 | | 736 | |
| 692 | 20. 46 | 0 | 0. 00 | 692 | 20. 31 | 0 | 692 | 1 | .02 | 1 | .02 | 0 | .00 | 0 | .00 |
| 3, 382 | | 25 | | 3, 407 | | 0 | 3, 407 | 6 | | 6 | | 6 | | 6 | |
| 4, 991 | 5. 95 | 13 | 10. 32 | 5, 004 | 5. 96 | 0 | 5, 004 | 31 | .02 | 25 | .01 | 23 | .01 | 33 | .02 |
| 83, 867 | | 126 | | 83, 993 | | 0 | 83, 993 | 169 | | 169 | | 169 | | 169 | |
| 14, 122 | 11. 47 | 128 | 26. 18 | 14, 250 | 11. 52 | 135, 835 | 150, 085 | 136 | .05 | 105 | .04 | 112 | .04 | 79 | .03 |
| 123, 222 | | 489 | | 123, 711 | | 135, 835 | 259, 546 | 296 | | 296 | | 296 | | 296 | |
| 16, 319 | 10. 43 | 115 | 29. 34 | 16, 434 | 10. 48 | 2 3, 851 | 220, 285 | 192 | .05 | 236 | .07 | 147 | .04 | 152 | .04 |
| 156, 446 | | 392 | | 156, 838 | | 203, 851 | 360, 689 | 354 | | 354 | | 354 | | 354 | |
| 38, 265 | 14. 89 | 518 | 32. 33 | 38, 783 | 15. 00 | 34, 039 | 72, 822 | 325 | .05 | 249 | .04 | 191 | .03 | 253 | .04 |
| 257, 068 | | 1, 602 | | 258, 670 | | 34, 039 | 292, 709 | 592 | | 592 | | 592 | | 592 | |
| 62, 897 | 12. 99 | 915 | 42. 34 | 63, 812 | 13. 12 | 44, 366 | 108, 178 | 457 | .04 | 750 | .07 | 380 | .04 | 450 | .04 |
| 484, 323 | | 2, 161 | | 486, 484 | | 44, 366 | 530, 850 | 1, 063 | | 1, 063 | | 1, 063 | | 1, 063 | |
| 3, 077 | 1. 71 | 54 | 16. 77 | 3, 131 | 1. 73 | 0 | 3, 131 | 350 | .11 | 378 | .12 | 132 | .04 | 162 | .05 |
| 180, 232 | | 322 | | 180, 554 | | 0 | 180, 554 | 317 | | 317 | | 317 | | 317 | |
| 4, 863 | 2. 54 | 35 | 12. 19 | 4, 898 | 2. 55 | 0 | 4, 898 | 336 | .10 | 505 | .15 | 141 | .04 | 163 | .05 |
| 191, 605 | | 287 | | 191, 892 | | 0 | 191, 892 | 326 | | 326 | | 326 | | 326 | |
| 14, 916 | 6. 36 | 4, 611 | 38. 25 | 19, 527 | 7. 92 | 222 | 19, 749 | 406 | .09 | 370 | .08 | 178 | .04 | 184 | .04 |
| 234, 660 | | 12, 055 | | 246, 715 | | 222 | 246, 937 | 466 | | 466 | | 466 | | 466 | |
| 21, 146 | 5. 97 | 3, 966 | 39. 19 | 24, 112 | 6. 88 | 18 | 24, 130 | 343 | .05 | 573 | .09 | 187 | .03 | 207 | .03 |
| 347, 218 | | 13, 137 | | 350, 355 | | 18 | 350, 373 | 647 | | 647 | | 647 | | 647 | |
| 95, 813 | 5. 94 | 7, 762 | 27. 56 | 103, 575 | 6. 31 | 0 | 103, 575 | 1, 644 | .05 | 2, 487 | .08 | 1, 137 | .04 | 1, 256 | .04 |
| 1, 612, 212 | | 28, 167 | | 1, 640, 379 | | 0 | 1, 640, 379 | 3, 048 | | 3, 048 | | 3, 048 | | 3, 048 | |
| 121, 149 | 5. 86 | 6, 162 | 21. 89 | 127, 311 | 6. 08 | 0 | 127, 311 | 2, 288 | .06 | 4, 255 | .11 | 1, 697 | .04 | 1, 557 | .04 |
| 2, 066, 697 | | 28, 154 | | 2, 094, 851 | | 0 | 2, 094, 851 | 3, 832 | | 3, 832 | | 3, 832 | | 3, 832 | |
| 77, 177 | 30. 64 | 7, 209 | 59. 83 | 84, 386 | 31. 96 | 117, 511 | 201, 897 | 615 | .11 | 467 | .08 | 379 | .07 | 389 | .07 |
| 251 922 | | 12, 050 | | 263, 972 | | 117, 511 | 381, 483 | 553 | | 553 | | 553 | | 553 | |
| 71, 400 | 24. 15 | 7, 188 | 53. 87 | 78, 588 | 25. 43 | 135, 420 | 214, 008 | 708 | .11 | 576 | .09 | 372 | .06 | 354 | .06 |
| 295, 562 | | 13, 343 | | 308, 905 | | 135, 420 | 444, 325 | 630 | | 630 | | 630 | | 630 | |
| 64, 107 | 7. 20 | 5, 249 | 44. 12 | 69, 356 | 7. 68 | 0 | 69, 356 | 1, 344 | .07 | 1, 303 | .07 | 630 | .03 | 905 | .05 |
| 890, 838 | | 11, 696 | | 902, 736 | | 0 | 902, 736 | 1, 955 | | 1, 955 | | 1, 955 | | 1, 955 | |
| 61, 423 | 5. 62 | 6, 490 | 37. 89 | 67, 913 | 6. 12 | 0 | 67, 913 | 1, 748 | .08 | 2, 275 | .10 | 889 | .04 | 945 | .04 |
| 1, 093, 361 | | 17, 129 | | 1, 110, 490 | | 0 | 1, 110, 490 | 2, 303 | | 2, 303 | | 2, 303 | | 2, 303 | |
| 167 | 2. 54 | 5 | 5. 38 | 172 | 2. 57 | 0 | 172 | 4 | .03 | 5 | .04 | 0 | .00 | 0 | .00 |
| 6, 588 | | 93 | | 6, 681 | | 0 | 6, 681 | 13 | | 13 | | 13 | | 13 | |
| 1, 580 | 6. 21 | 12 | 16. 22 | 1, 592 | 6. 24 | 0 | 1, 592 | 15 | .03 | 23 | .04 | 9 | .02 | 15 | .03 |
| 25, 460 | | 74 | | 25, 534 | | 0 | 25, 534 | 52 | | 52 | | 52 | | 52 | |
| 70, 215 | 6. 41 | 9, 786 | 34. 53 | 80, 001 | 7. 12 | 0 | 80, 001 | 1, 432 | .06 | 1, 865 | .08 | 941 | .04 | 1, 130 | .05 |
| 1, 095, 286 | | 28, 337 | | 1, 123, 623 | | 0 | 1, 123. 623 | 2, 258 | | 2, 258 | | 2, 258 | | 2, 278 | |
| 75, 472 | 5. 39 | 9, 792 | 32. 61 | 85, 264 | 5. 96 | 0 | 85, 264 | 1, 807 | .06 | 2, 711 | .10 | 1, 135 | .04 | 1, 336 | .05 |
| 1, 400, 414 | | 30, 030 | | 1, 430, 444 | | 0 | 1, 430, 444 | 2, 849 | | 2, 849 | | 2, 849 | | 2, 849 | |
| 3, 497 | 4. 29 | 278 | 12. 46 | 3, 775 | 4. 50 | 0 | 3, 775 | 110 | .08 | 210 | .15 | 61 | .04 | 62 | .04 |
| 81, 605 | | 2, 231 | | 83, 836 | | 0 | 83, 836 | 144 | | 144 | | 144 | | 144 | |
| 6, 105 | 6. 21 | 270 | 11. 54 | 6, 375 | 6. 34 | 0 | 6, 375 | 96 | .06 | 282 | .16 | 81 | .05 | 55 | .03 |
| 96, 220 | | 2, 339 | | 100, 619 | | 0 | 100, 619 | 171 | | 171 | | 171 | | 171 | |

TABLE III.—*Per cent. of illiterate*

| | | ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | FREE PERSONS. | | | | | | | |
| | | Native. | | | | Foreign. | | | |
| | | White. | | Colored. | Total. | White. | Colored. | Total. | |
| South Carolina | 1850 | 16,368 | 13.62 | 892 | 17,260 13.91 | 82 | 27 | 109 | 2.09 |
| | | 120,136 | | 3,990 | 124,126 | 5,105 | 119 | 5,224 | |
| | 1860 | 15,073 | 11.50 | 1,477 | 16,550 12.20 | 435 | 1 | 436 | 7.28 |
| | | 131,131 | | 4,502 | 135,633 | 5,989 | 3 | 5,992 | |
| Tennessee | 1850 | 81,084 | 25.92 | 1,139 | 82,223 26.04 | 528 | 4 | 532 | 15.69 |
| | | 312,827 | | 2,903 | 315,730 | 3,382 | 9 | 3,391 | |
| | 1860 | 71,114 | 20.05 | 1,769 | 72,883 20.36 | 2,935 | 3 | 2,938 | 23.07 |
| | | 354,747 | | 3,303 | 358,050 | 12,731 | 5 | 12,736 | |
| Texas | 1850 | 8,489 | 14.74 | 50 | 8,539 14.78 | 2,613 | 11 | 2,624 | 24.74 |
| | | 57,593 | | 157 | 57,750 | 10,572 | 36 | 10,608 | |
| | 1860 | 12,397 | 7.65 | 60 | 12,457 7.68 | 6,990 | 5 | 6,995 | 26.84 |
| | | 162,034 | | 150 | 162,184 | 26,041 | 13 | 26,054 | |
| Vermont | 1850 | 590 | .40 | 51 | 641 .43 | 5,851 | 2 | 5,853 | 28.94 |
| | | 147,201 | | 394 | 147,595 | 20,212 | 17 | 20,229 | |
| | 1860 | 922 | .60 | 47 | 969 .62 | 8,285 | 2 | 8,287 | 42.18 |
| | | 154,836 | | 369 | 155,205 | 19,631 | 15 | 19,646 | |
| Virginia | 1850 | 79,552 | 19.91 | 12,056 | 91,608 21.54 | 1,183 | 9 | 1,192 | 8.64 |
| | | 399,656 | | 25,519 | 425,175 | 13,772 | 19 | 13,791 | |
| | 1860 | 74,254 | 15.84 | 12,967 | 87,221 17.59 | 3,300 | 1 | 3,301 | 15.69 |
| | | 468,823 | | 27,100 | 495,923 | 21,032 | 3 | 21,035 | |
| Wisconsin | 1850 | 1,534 | 1.86 | 96 | 1,630 1.97 | 5,150 | 1 | 5,151 | 7.77 |
| | | 82,299 | | 354 | 82,653 | 66,282 | 4 | 66,286 | |
| | 1860 | 2,679 | 1.35 | 99 | 2,778 1.39 | 14,478 | 3 | 14,481 | 8.72 |
| | | 198,876 | | 572 | 199,478 | 166,141 | 16 | 166,157 | |
| TERRITORIES. | | | | | | | | | |
| Dakota, 1860 | | 63 | 16.89 | 0 | 63 16.89 | 18 | 0 | 18 | 1.69 |
| | | 373 | | 0 | 373 | 1,064 | 0 | 1,064 | |
| Nebraska, 1860 | | 366 | 3.17 | 13 | 379 3.28 | 294 | 1 | 295 | 7.74 |
| | | 11,545 | | 31 | 11,576 | 3,809 | 2 | 3,811 | |
| Nevada, 1860 | | 35 | .73 | 7 | 42 .87 | 118 | 0 | 118 | 9.54 |
| | | 4,781 | | 37 | 4,818 | 1,236 | 1 | 1,237 | |
| New Mexico | 1850 | 25,760 | 89.87 | 4 | 25,764 89.83 | 696 | 0 | 696 | 53.91 |
| | | 28,662 | | 20 | 28,682 | 1,291 | 0 | 1,291 | |
| | 1860 | 33,353 | 90.43 | 28 | 33,381 90.40 | 1,223 | 0 | 1,223 | 30.33 |
| | | 36,883 | | 43 | 36,926 | 4,032 | 0 | 4,032 | |
| Utah | 1850 | 126 | 3.25 | 1 | 127 3.26 | 35 | 0 | 35 | 2.85 |
| | | 3,881 | | 10 | 3,891 | 1,226 | 0 | 1,226 | |
| | 1860 | 169 | 1.83 | 0 | 169 1.83 | 169 | 0 | 169 | 2.21 |
| | | 9,239 | | 15 | 9,254 | 7,652 | 0 | 7,652 | |
| Washington, 1860 | | 219 | 3.84 | 1 | 220 3.84 | 246 | 0 | 246 | 13.03 |
| | | 5,698 | | 26 | 5,724 | 1,885 | 2 | 1,887 | |
| Dist. of Columbia | 1850 | 1,193 | 7.19 | 3,355 | 4,548 20.80 | 336 | 2 | 338 | 11.46 |
| | | 16,594 | | 5,274 | 21,868 | 2,947 | 3 | 2,950 | |
| | 1860 | 1,560 | 6.27 | 3,514 | 5,074 16.52 | 2,112 | 5 | 2,117 | 28.27 |
| | | 24,884 | | 5,840 | 30,724 | 7,479 | 9 | 7,488 | |
| Total for 1850 | | 808,024 | 10.00 | 93,867 | 901,891 10.87 | 203,995 | 758 | 204,753 | 15.20 |
| | | 8,077,342 | | 217,040 | 8,294,382 | 1,344,295 | 2,480 | 1,346,775 | |
| Total for 1860 | | 819,541 | 7.57 | 95,265 | 914,806 8.26 | 362,377 | 596 | 362,973 | 14.64 |
| | | 10,833,192 | | 244,492 | 11,077,684 | 2,477,491 | 2,614 | 2,480,105 | |

See the several Views on slavery and percentage. In them the facts recorded in this table are brought grasped, and make a deeper impression.

*adults in* 1850 *and* 1860—Continued.

| ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FREE PERSONS. | | | | | | | | | | WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT. | | | | | |
| Native and foreign. | | | | | | Slaves. | Total. | | | Idiotic. | | Insane. | | Blind. | | Deaf. | |
| White. | | Colored. | | Total. | | | | | | | | | | | | | |
| 16,450 | | 919 | | 17,369 | | 173,231 | 190,600 | | | 249 | | 224 | | 150 | | 134 | |
| 125,241 | 13.13 | 4,109 | 22.37 | 129,350 | 13.43 | 173,231 | 302,581 | 63 | | 275 | .09 | 275 | .08 | 275 | .05 | 275 | .05 |
| 15,508 | | 1,478 | | 16,986 | | 177,353 | 194,339 | | | 270 | | 297 | | 161 | | 142 | |
| 137,120 | 11.31 | 4,505 | 32.81 | 141,625 | 11.99 | 177,353 | 318,978 | 61 | | 291 | .09 | 291 | .10 | 291 | .06 | 291 | .05 |
| 81,612 | | 1,143 | | 82,755 | | 95,203 | 177,958 | | | 756 | | 380 | | 383 | | 334 | |
| 316,209 | 25.81 | 2,912 | 39.24 | 319,121 | 25.93 | 95,203 | 414,324 | 43 | | 757 | .10 | 757 | .05 | 757 | .05 | 757 | .04 |
| 74,049 | | 1,772 | | 75,821 | | 111,751 | 187,572 | | | 727 | | 609 | | 432 | | 361 | |
| 367,478 | 20.15 | 3,308 | 53.58 | 370,786 | 20.44 | 111,751 | 482,537 | 39 | | 827 | .09 | 827 | .07 | 827 | .05 | 827 | .04 |
| 11,102 | | 61 | | 11,163 | | 24,240 | 35,403 | | | 93 | | 37 | | 61 | | 49 | |
| 68,165 | 16.29 | 193 | 31.60 | 68,358 | 16.33 | 24,240 | 92,598 | 38 | | 154 | .06 | 154 | .02 | 154 | .04 | 154 | .03 |
| 19,387 | | 65 | | 19,452 | | 75,938 | 95,390 | | | 164 | | 112 | | 119 | | 157 | |
| 188,075 | 10.30 | 163 | 39.87 | 188,238 | 10.33 | 75,938 | 264,176 | 36 | | 421 | .04 | 421 | .03 | 421 | .03 | 421 | .04 |
| 6,441 | | 53 | | 6,494 | | 0 | 6,494 | | | 297 | | 560 | | 139 | | 147 | |
| 167,413 | 3.85 | 411 | 12.90 | 167,824 | 3.87 | 0 | 167,824 | 4 | | 313 | .09 | 313 | .18 | 313 | .04 | 313 | .05 |
| 9,207 | | 49 | | 9,256 | | 0 | 9,256 | | | 262 | | 692 | | 165 | | 144 | |
| 174,467 | 5.28 | 384 | 12.76 | 174,851 | 5.29 | 0 | 174,851 | 5 | | 314 | .08 | 314 | .22 | 314 | .05 | 314 | .05 |
| 80,735 | | 12,065 | | 92,800 | | 209,557 | 302,357 | | | 891 | | 864 | | 497 | | 540 | |
| 413,428 | 19.53 | 25,538 | 47.25 | 438,966 | 21.13 | 209,557 | 648,523 | 47 | | 895 | .10 | 895 | .10 | 895 | .06 | 895 | .06 |
| 77,554 | | 12,968 | | 90,522 | | 216,562 | 307,084 | | | 1,009 | | 1,088 | | 520 | | 676 | |
| 489,855 | 15.83 | 27,103 | 47.85 | 516,958 | 17.51 | 216,562 | 733,520 | 42 | | 1,047 | .10 | 1,047 | .10 | 1,047 | .05 | 1,047 | .06 |
| 6,684 | | 97 | | 6,781 | | 0 | 6,781 | | | 92 | | 54 | | 63 | | 69 | |
| 148,581 | 4.50 | 358 | 27.09 | 148,939 | 4.55 | 0 | 148,939 | 5 | | 305 | .03 | 305 | .02 | 305 | .02 | 305 | .02 |
| 17,157 | | 102 | | 17,259 | | 0 | 17,259 | | | 257 | | 283 | | 220 | | 312 | |
| 365,017 | 4.70 | 588 | 17.35 | 365,605 | 4.72 | 0 | 365,605 | 5 | | 774 | .03 | 774 | .04 | 774 | .03 | 774 | .04 |
| 81 | | 0 | | 81 | | 0 | 81 | | | 1 | | 0 | | 0 | | 0 | |
| 1,437 | 5.64 | 0 | 0.00 | 1,437 | 5.64 | 0 | 1,437 | 6 | | 3 | .03 | 3 | .00 | 3 | .00 | 3 | .00 |
| 660 | | 14 | | 674 | | 7 | 681 | | | 3 | | 5 | | 3 | | 11 | |
| 15,354 | 4.30 | 33 | 42.42 | 15,387 | 4.38 | 7 | 15,394 | 4 | | 29 | .01 | 29 | .02 | 29 | .01 | 29 | .04 |
| 153 | | 7 | | 160 | | 0 | 160 | | | 0 | | 0 | | 0 | | 0 | |
| 6,017 | 2.54 | 38 | 18.42 | 6,055 | 2.64 | 0 | 6,055 | 3 | | 7 | .0. | 7 | .00 | 7 | .00 | 7 | .00 |
| 26,456 | | 4 | | 26,460 | | 0 | 26,460 | | | 44 | | 11 | | 98 | | 34 | |
| 29,953 | 88.32 | 20 | 20.00 | 29,973 | 88.28 | 0 | 29,973 | 88 | | 62 | .07 | 62 | .02 | 62 | .16 | 62 | .05 |
| 34,576 | | 28 | | 34,604 | | 0 | 34,604 | | | 40 | | 28 | | 147 | | 35 | |
| 40,915 | 84.50 | 43 | 65.12 | 40,958 | 84.49 | 0 | 40,958 | 84 | | 83 | .05 | 83 | .03 | 83 | .18 | 83 | .04 |
| 161 | | 1 | | 162 | | 11 | 173 | | | 1 | | 5 | | 2 | | 0 | |
| 5,107 | 3.15 | 10 | 10.00 | 5,117 | 3.17 | 11 | 5,128 | 3 | | 11 | .01 | 11 | .04 | 11 | .02 | 11 | .00 |
| 338 | | 0 | | 338 | | 15 | 353 | | | 5 | | 15 | | 17 | | 7 | |
| 16,891 | 2.00 | 15 | 0.00 | 16,906 | 2.00 | 15 | 16,921 | 2 | | 40 | .01 | 40 | .04 | 40 | .04 | 40 | .02 |
| 465 | | 1 | | 466 | | 0 | 466 | | | 0 | | 3 | | 2 | | 3 | |
| 7,583 | 6.13 | 28 | 3.57 | 7,611 | 6.12 | 0 | 7,611 | 6 | | 11 | .00 | 11 | .03 | 11 | .02 | 11 | .03 |
| 1,529 | | 3,357 | | 4,886 | | 1,666 | 6,552 | | | 10 | | 13 | | 15 | | 17 | |
| 19,541 | 7.83 | 5,277 | 62.62 | 24,818 | 19.68 | 1,666 | 26,484 | 25 | | 38 | .03 | 38 | .03 | 38 | .04 | 38 | .04 |
| 3,672 | | 3,519 | | 7,191 | | 1,494 | 8,685 | | | 20 | | 177 | | 29 | | 40 | |
| 32,363 | 11.35 | 5,849 | 70.16 | 38,212 | 18.82 | 1,494 | 39,706 | 22 | | 61 | .03 | 61 | .29 | 61 | .05 | 61 | .07 |
| 1,012,019 | | 94,625 | | 1,106,644 | | 1,391,257 | 2,497,901 | | | 14,257 | | 14,972 | | 7,978 | | 9,136 | |
| 9,421,637 | 10.74 | 219,520 | 43.11 | 9,641,157 | 11.48 | 1,391,257 | 11,032,414 | 23 | | 19,553 | .07 | 19,553 | .03 | 19,553 | .04 | 19,553 | .05 |
| 1,181,918 | | 95,861 | | 1,277,779 | | 1,734,551 | 3,012,330 | | | 16,952 | | 23,280 | | 10,729 | | 11,856 | |
| 13,310,683 | 8.88 | 247,106 | 38.79 | 13,557,789 | 9.42 | 1,734,551 | 15,292,340 | 20 | | 26,957 | .06 | 26,957 | .09 | 26,957 | .04 | 26,957 | .04 |

cut to the light by the aid of the "Birds'-eye notation," that they may thereby be better studied and

## TABLE IV.—*Persons aged 20 and under 21.*

ILLITERATE. WHOLE NUMBER. PER CENT. OF ILLITERATE, NATIVE AND FOREIGN.

| State—year. | White. | | State—year. | White. | | State—year. | White. | | State—year. | White. | | State—year. | White. | | Territories—year. | White. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama, 1840 | 1,281 | 18 | Illinois, 1840 | 1,655 | 15 | Maryland, 1840 | 606 | 8 | New Jersey, 1840 | 303 | 4 | S. Carolina, 1840 | 1,074 | 19 | Dakota, 1860 | 4 | 6 |
| | 7,026 | | | 11,258 | | | 7,535 | | | 7,707 | | | 5,529 | | | 73 | |
| Alabama, 1850 | 1,769 | 20 | Illinois, 1850 | 2,111 | 11 | Maryland, 1850 | 1,004 | 10 | New Jersey, 1850 | 668 | 6 | S. Carolina, 1850 | 706 | 13 | Nebraska, 1860 | 39 | 4 |
| | 8,881 | | | 18,485 | | | 9,652 | | | 10,510 | | | 5,829 | | | 916 | |
| Alabama, 1860 | 1,998 | 17 | Illinois, 1860 | 3,037 | 8 | Maryland, 1860 | 717 | 6 | New Jersey, 1860 | 870 | 6 | S. Carolina, 1860 | 716 | 11 | Nevada, 1860 | 10 | 3 |
| | 11,417 | | | 39,830 | | | 11,205 | | | 14,563 | | | 6,333 | | | 407 | |
| Arkansas, 1840 | 405 | 23 | Indiana, 1840 | 2,129 | 15 | Mass., 1840 | 214 | 1 | New York, 1840 | 2,283 | 4 | Tennessee, 1840 | 3,145 | 25 | New Mexico, 1840 | ..... | |
| | 1,776 | | | 14,190 | | | 18,547 | | | 56,440 | | | 12,690 | | | | |
| Arkansas, 1850 | 961 | 27 | Indiana, 1850 | 3,710 | 18 | Mass., 1850 | 1,307 | 5 | New York, 1850 | 4,520 | 6 | Tennessee, 1850 | 4,090 | 26 | New Mexico, 1850 | 1,371 | 88 |
| | 3,503 | | | 20,590 | | | 25,770 | | | 76,030 | | | 15,850 | | | 1,552 | |
| Arkansas, 1860 | 1,344 | 19 | Indiana, 1860 | 3,104 | 11 | Mass., 1860 | 2,033 | 7 | New York, 1860 | 5,184 | 6 | Tennessee, 1860 | 3,690 | 20 | New Mexico, 1860 | 1,818 | 84 |
| | 7,199 | | | 28,930 | | | 29,915 | | | 88,420 | | | 18,305 | | | 2,150 | |
| California, 1840 | ..... | | Iowa, 1840 | 76 | 6 | Michigan, 1840 | 122 | 2 | N. Carolina, 1840 | 2,861 | 28 | Texas, 1840 | ..... | | Utah, 1840 | ..... | |
| | | | | 1,231 | | | 5,109 | | | 10,088 | | | | | | | |
| California, 1850 | 392 | 7 | Iowa, 1850 | 419 | 11 | Michigan, 1850 | 381 | 4 | N. Carolina, 1850 | 3,611 | 31 | Texas, 1850 | 577 | 16 | Utah, 1850 | 8 | 3 |
| | 5,712 | | | 3,985 | | | 8,463 | | | 11,730 | | | 3,544 | | | 265 | |
| California, 1860 | 1,057 | 8 | Iowa, 1860 | 985 | 7 | Michigan, 1860 | 844 | 5 | N. Carolina, 1860 | 3,272 | 24 | Texas, 1860 | 973 | 10 | Utah, 1860 | 15 | 2 |
| | 13,570 | | | 14,320 | | | 16,920 | | | 13,547 | | | 9,440 | | | 757 | |
| Connecticut, 1840 | 22 | 33 | Kansas, 1840 | ..... | | Minnesota, 1840 | ..... | | Ohio, 1840 | 1,918 | 6 | Vermont, 1840 | 95 | 2 | Washington, 1840 | ..... | |
| | 6,554 | | | | | | | | | 32,830 | | | 5,819 | | | | |
| Connecticut, 1850 | 205 | 2 | Kansas, 1850 | ..... | | Minnesota, 1850 | 43 | 20 | Ohio, 1850 | 3,077 | 7 | Vermont, 1850 | 252 | 4 | Washington, 1850 | ..... | |
| | 8,659 | | | | | | 212 | | | 42,770 | | | 6,544 | | | | |
| Connecticut, 1860 | 354 | 3 | Kansas, 1860 | 185 | 6 | Minnesota, 1860 | 240 | 6 | Ohio, 1860 | 2,781 | 6 | Vermont, 1860 | 338 | 5 | Washington, 1860 | 28 | 6 |
| | 10,540 | | | 3,007 | | | 4,036 | | | 49,490 | | | 6,402 | | | 464 | |
| Delaware, 1840 | 260 | 18 | Kentucky, 1840 | 2,164 | 17 | Mississippi, 1840 | 511 | 12 | Oregon, 1840 | ..... | | Virginia, 1840 | 2,980 | 19 | Dist. of Col., 1840 | 53 | 7 |
| | 1,403 | | | 12,468 | | | 4,256 | | | | | | 15,937 | | | 730 | |
| Delaware, 1850 | 217 | 14 | Kentucky, 1850 | 3,489 | 21 | Mississippi, 1850 | 717 | 11 | Oregon, 1850 | 10 | 3 | Virginia, 1850 | 3,730 | 20 | Dist. of Col., 1850 | 72 | 8 |
| | 1,563 | | | 16,530 | | | 6,258 | | | 391 | | | 19,100 | | | 921 | |
| Delaware, 1860 | 318 | 16 | Kentucky, 1860 | 3,398 | 17 | Mississippi, 1860 | 793 | 10 | Oregon, 1860 | 81 | 6 | Virginia, 1860 | 3,498 | 16 | Dist. of Col., 1860 | 166 | 11 |
| | 2,028 | | | 19,800 | | | 7,605 | | | 1,302 | | | 22,100 | | | 1,467 | |
| Florida, 1840 | 81 | 10 | Louisiana, 1840 | 276 | 4 | Missouri, 1840 | 1,160 | 16 | Pennsylv'a, 1840 | 1,760 | 5 | Wisconsin, 1840 | 119 | 11 | Total Ter., 1840 | 53 | 7 |
| | 814 | | | 4,238 | | | 7,405 | | | 37,750 | | | 1,114 | | | 730 | |
| Florida, 1850 | 200 | 19 | Louisiana, 1850 | 1,136 | 17 | Missouri, 1850 | 1,984 | 15 | Pennsylv'a, 1850 | 3,287 | 6 | Wisconsin, 1850 | 323 | 5 | Total Ter., 1850 | 1,451 | 53 |
| | 1,048 | | | 6,813 | | | 13,330 | | | 51,280 | | | 7,181 | | | 2,738 | |
| Florida, 1860 | 273 | 16 | Louisiana, 1860 | 870 | 10 | Missouri, 1860 | 3,237 | 13 | Pennsylv'a, 1860 | 3,316 | 5 | Wisconsin, 1860 | 709 | 5 | Total Ter., 1860 | 2,080 | 33 |
| | 1,694 | | | 8,433 | | | 24,920 | | | 61,520 | | | 15,080 | | | 6,234 | |
| Georgia, 1840 | 1,643 | 20 | Maine, 1840 | 151 | 1 | N. Hamp., 1840 | 38 | 1 | R. Island, 1840 | 76 | 3 | Tot'l States, 1840 | 29,413 | 9 | Total U. S., 1840 | 29,466 | 9 |
| | 8,151 | | | 10,402 | | | 5,771 | | | 2,550 | | | 316,623 | | | 317,353 | |
| Georgia, 1850 | 2,168 | 20 | Maine, 1850 | 269 | 2 | N. Hamp., 1850 | 120 | 2 | R. Island, 1850 | 157 | 4 | Tot'l States, 1850. | 47,670 | 11 | Total C. S., 1850 | 49,121 | 11 |
| | 10,870 | | | 12,280 | | | 7,044 | | | 3,676 | | | 444,163 | | | 446,801 | |
| Georgia, 1860 | 2,252 | 18 | Maine, 1860 | 362 | 3 | N. Hamp., 1860 | 180 | 3 | R. Island, 1860 | 253 | 6 | Tot'l States, 1860. | 53,262 | 9 | Total U. S., 1860 | 55,342 | 9 |
| | 12,680 | | | 13,553 | | | 7,075 | | | 4,073 | | | 590,243 | | | 605,476 | |

TABLE V.—*Aged 20 and over.*

ILLITERATE, TOTAL PER CENT.

NATIVE AND FOREIGN.

| States. | White. | | States. | White. | |
|---|---|---|---|---|---|
| 1840. | | | 1840. | | |
| Alabama | 23,873<br>130,900 | 18.24 | Missouri | 20,617<br>131,669 | 15.66 |
| Arkansas | 6,972<br>30,555 | 22.82 | New Hampshire | 980<br>149,911 | .65 |
| Connecticut | 548<br>163,843 | .33 | New Jersey | 6,693<br>166,964 | 4.01 |
| Delaware | 5,092<br>27,629 | 18.43 | New York | 46,735<br>1,155,522 | 4.04 |
| Florida | 1,384<br>13,944 | 9.93 | North Carolina | 59,470<br>209,685 | 28.36 |
| Georgia | 32,360<br>160,957 | 20.11 | Ohio | 37,312<br>638,740 | 5.84 |
| Illinois | 29,157<br>198,413 | 14.70 | Pennsylvania | 35,700<br>765,917 | 4.66 |
| Indiana | 40,229<br>268,049 | 15.01 | Rhode Island | 1,690<br>56,835 | 2.97 |
| Iowa | 1,194<br>19,456 | 6.14 | South Carolina | 21,689<br>111,663 | 19.42 |
| Kentucky | 42,182<br>242,984 | 17.36 | Tennessee | 61,676<br>248,928 | 24.78 |
| Louisiana | 5,137<br>79,000 | 6.50 | Vermont | 2,365<br>144,136 | 1.64 |
| Maine | 3,392<br>234,177 | 1.45 | Virginia | 61,712<br>330,069 | 18.70 |
| Maryland | 12,423<br>154,442 | 8.04 | Wisconsin | 1,820<br>16,973 | 10.72 |
| Massachusetts | 4,662<br>403,761 | 1.15 | District of Columbia | 1,086<br>15,015 | 7.23 |
| Michigan | 2,295<br>96,189 | 2.38 | Total | 579,316<br>6,440,164 | 8.97 |
| Mississippi | 8,871<br>73,838 | 12.01 | | | |

See Views 1, 2, 3, where the numbers of thousands of illiterate *at* 20 are exhibited, as well as could be done in those charts, by *circular* dots. See, also, the Views showing the *per cent.* of white illiterate in 1840, 1850, and 1860.

TABLE III.—The prime object of this table is to give the percentage, the figures for which are placed on the right. But the numbers of illiterate and of adults from which the per cent. is derived, are also given in immediate connection. The per cent. of foreign white is substantially the same as that of foreign total, and that of native colored does not differ materially from total colored. The slaves are given (as they have been by others) according to their *legal* status, as *all* unable to read and write. This, in most of the States, could not have been very far from their actual condition, but each reader can make deductions according to his own knowledge and judgment. The statistics of the unfortunate, or excepted, classes of white persons—the idiotic, the insane, the blind, and the deaf—are given in the last four columns, on account of their relation to this question of the per cent. of illiterate, especially in those States where very few are unable to read. They will also be, on other accounts, interesting and instructive. It will be remembered, however, that in many of the States a large proportion of the blind, and deaf, and of the insane, are able to read. Perhaps the next census report will give us the statistics of the illiteracy of these classes.

The computations for Table III furnished the numbers at twenty years of age in 1840, 1850, and 1860, thus giving the whole number who became of age (twenty-one years) in 1841, 1851, and 1861, and the number of them who were unable to read and write. These numbers are set down in Table IV, and in connection with them the per cent. for the three decades is compared. Table V gives the statistics of white adults and illiterate for 1840.

All these Views require of us, in studying them, to keep in mind the particular design of each View, and the special use of the squares and circles in it. As in the Arabic notation, 10 may mean either ten men, or ten thousand, or 10 dollars, or 10 per cent., or 10 parts, and so on; so here, the group of units, ▪▪▪▪▪ may mean either 10 thousand illiterate adults, as in No. 1; or ten thousand *native* white illiterate, as in Nos. 2 and 3; or 10 *thousand* illiterate *women* in *excess*, as in Nos. 4 and 5; or 10 *women more* than a hundred to every hundred men, or 10 thousand adult slaves, as in No. 8; or 10 *per cent.*, as in some of the other Views. This must be kept in mind.

1. We should first study each chart by itself, noticing the facts standing out on the face of that one chart, and also comparing the different States and sections of the country with each other.

2. We should then compare with each other, and study together, those of the same class, (as 2 and 3; 4 and 5; 6 and 7,) where the dots are used with exactly the same meaning. We may thus study the progress of the several States, and of the whole country, from census to census.

3. In comparing with each other the different classes, where the unit dots are used differently, (as 1 with 2 and 3; or 4 and 5 with 6 and 7,) we must keep in mind this difference in the use of the dots, and the difference of the general design of the several Views.

These suggestions are made in advance to prevent any misapprehension or false impression at the outset, at the first sight of these illustrations, such as might naturally arise from the impression that a particular square or circle always means the same thing.

## THE BIRD'S-EYE VIEWS.

The following views, the "Bird's-eye Notation," for numbers is employed. It was first published in St. Louis, in 1862, in a pamphlet entitled "Bird's-eye Views of Slavery in Missouri, by E. Leigh, M. D."* It was devised for the purpose of giving *expression* to numbers—for bringing them out to view in their actual *proportions* and *relations* to each other, as they are seen in nature; in their *geographical distribution*, as shown in maps and charts; and in their *succession in time*, as shown in historical tables and charts. Our Arabic figures are a kind of short-hand notation for numbers; while they record them they hide them; they cover them up as in treasure-houses, where they are carefully preserved, but are not exposed to view so as to be seen in their actual proportions.

This notation brings them to the light; it uncovers and reveals them. It gives, in the strictest sense of the words, "pictures of numbers." Such views as these could, with proper arrangements, be actually taken from nature by the art of the photographer. While the short hand Arabic figures serve admirably the purposes of the historian, the mathematician, and the accountant, for quick, safe, and condensed record and arithmetical calculation, the bird's-eye notation serves for a more full, distinct, and clear expression and illustration. The Arabic figures were therefore used in the tables. This representative notation is used in the views.

It may, perhaps, be well enough explained in the words of the original pamphlet in 1862, so changed as to adapt them to View 1, before us.

EXPLANATION.—"If, when the census of 1840 was taken, the illiterate whites in each State in the Union had been gathered together near the center of the States and collected in regiments of 1,000 persons each, and these regiments arranged in regular order, they would have presented to the eye of a person passing over in a balloon, or to the eye of a bird flying over at a proper height in the air, very much such an appearance as that exhibited in View I. For, each one of the dots in this map or view represents a regiment or collection of 1,000 persons. Thus, the forty-seven thousand illiterate white adults in the State of New York are represented by forty-seven dots; the thirty-six thousand in Pennsylvania by thirty-six dots, and so in all the States." No further explanation is needed, save what is given at the bottom of each View. Every one who examines the Views will quickly perceive their plan and meaning, and, on studying and comparing them, will see their use.

VIEW 1.—This map shows the geographical distribution of white illiteracy as the census of 1840 first revealed it. We see, at the first glance, that it was very uniformly distributed over the country, with the exception of the New England States, which had so long enjoyed the advantages of common school education, and the extreme northwest and southwest, which were then but thinly inhabited. It represents by thousands, or by regiments, the numbers recorded in Tables IV and V. See also Table I.

The common impression that white illiteracy is to be found especially among the "poor whites" of the cotton or plantation States, is at once seen to be an error. In the six northern slave States, Maryland, Virginia, North Carolina, Kentucky, Tennessee, and Missouri, which are rather farming than plantation States, there were much larger numbers who could not read.

The very general idea, also, that the free North is comparatively free from this calamity is seen to be a mistake, there being twice as many white illiterate in the northern tier of States, New York, Pennsylvania, Ohio, Indiana, Illinois, as there were in the plantation slave States, and almost as many as there were in the six great farming slave States.

And we were evidently by no means indebted to our foreign-born population for any very large part of this evil, for it is seen to have existed at that time chiefly in those

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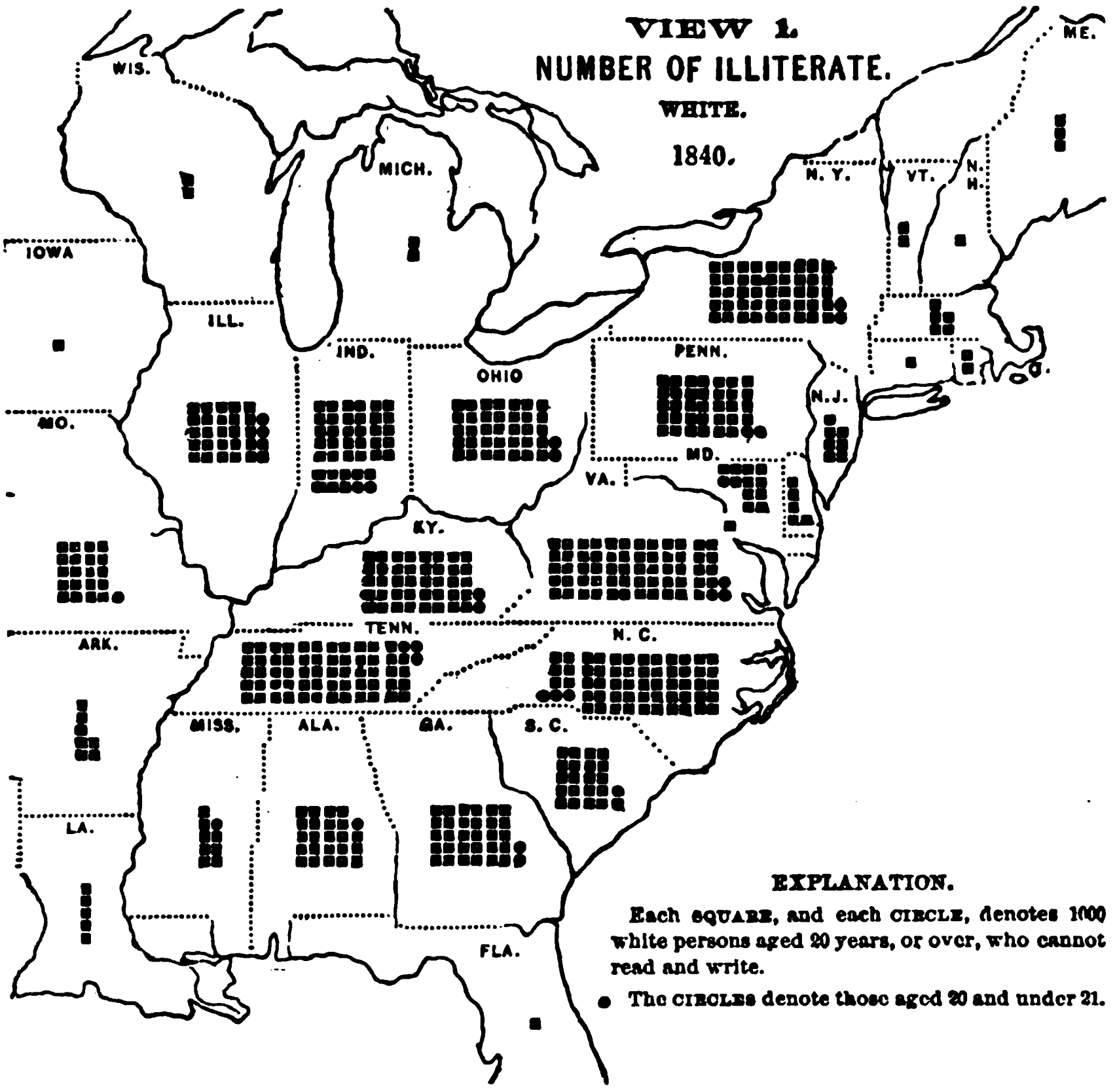
* Entered according to Act of Congress, in the year 1862, by Edwin Leigh, in the clerk's office of the United States district court for the eastern district of Missouri.

States into which the immigrant had then hardly begun to penetrate; and, besides, the great tide of unlettered immigrants had then hardly begun to flow toward our shores.

The widespread and comparatively uniform diffusion of the evil, and its existence chiefly among our own native-born citizens, are the great facts which confront us here at the outset.




VIEW 2.—This map holds up before our eyes the same great painful facts—ignorance widespread and spreading—not limited to unfavored regions, but uniformly diffused; a national and not a sectional calamity; an evil of native growth rather than of foreign origin. Still the bookless white population, though standing by tens of thousands in the plantation States, is more multitudinous in the farming slave States and in the Northern States. And now we see, directly and definitely, that it is mainly among the people born and bred in our own country.

The great *increase* of this calamity is conspicuous here. Not only along the Canadian border and in the railroad-building States around the great immigrant-receiving seaports, such as Boston and New York, and in the States where our other large cities are found, and where untaught immigrants have begun to crowd, but all over the country we find our American-born citizens growing up in masses untaught. Delaware, indeed, remains the same, and in South Carolina there are six thousand less; but in all the other States there are more than there were in 1840. In a few States there are a few thousand more, but in most of them there are ten, twenty, thirty thousand more of our own native-born white illiterate, besides the twenty and fifty thousand foreign-born added to Massachusetts and New York; in the whole country 1,012,019, where there were 579,316 in 1840; *four hundred thousand more*—a whole *army* of recruits—a tremendous majority for a presidential vote. Thus, in this most important matter of the increasing numbers of illiterate white adults, 1840–'50 were ten years of retrograde rather than of progress. For the exact figures, here represented in round thousands, see Tables III and IV; compare also Table II. View 3 is also derived from the same tables.

# VIEW 2.

## NUMBER OF ILLITERATE.

### NATIVE AND FOREIGN WHITE.

### 1850.

ORE.

CAL.

UTAH

NEW MEX.

MIN.

WIS.

MICH.

IOWA

NEB.

ILL.

IND.

OHIO

PENN.

N. Y.

VT.

N. H.

ME.

N. J.

MD.

VA.

KY.

MO.

INDIAN TER.

ARK.

TENN.

N. C.

MISS.

ALA.

GA

S. C.

TEX.

LA.

FLA.

## EXPLANATION.

Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 20 years, or over, who cannot read and write.

- The CIRCLES denote those aged 20 and under 21.
- The BLACK DOTS denote native whites.
- The LIGHT DOTS denote foreign-born.

# VIEW 3.

## NUMBER OF ILLITERATE.

### NATIVE AND FOREIGN WHITE.

### 1860.

WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. Y.
VT.
N. H.
ME.
N. J.
MD.
VA.
KY.
MO.
KAN.
INDIAN TER.
ARK.
TENN.
N. C.
S. C.
MISS.
ALA.
GA.
TEX.
LA.
FLA.

**EXPLANATION.**

Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 20 years, or over, who cannot read and write.

The CIRCLES denote those aged 20 and under 21.

The BLACK DOTS denote native whites.

The LIGHT DOTS denote foreign-born.

VIEW 3.—If we turn now to the next map for 1860, we see the same uniform distribution, only it has now become more uniform, as the new States of the West have become more thickly settled, and the North is filling up with emigrants from foreign countries.

The evil is still increasing since 1850; there is a *very large increase* in the numbers who cannot read. In some of the plantation States there are a few thousands more; but there are many more thousands in the growing States of the far West, now rapidly filling up with the rude pioneers of civilization preparing the way for more favored and more civilized grandchildren; and still larger numbers in the Northern and Eastern States coming in from foreign sources. In the whole country there are now 1,181,918, where there were 1,012,019 in 1850, a hundred and seventy thousand more, seriously threatening our welfare and safety. In the *twenty* years, from 1840 to 1860, the number had *more than doubled*, there being 1,181,918, where there were 579,316—six hundred thousand more.

But the view is not all dark; the *increase is less* than it was in the previous decade, 1840–'50—very much less. Though not abated, the evil is materially checked, notwithstanding the great foreign influx. South Carolina has gained not quite a thousand; Louisiana, Virginia, and Maryland, from three to five thousand; North Carolina and Tennessee, six and eight thousand; and Ohio and Indiana, now becoming old States, are feeling the good effects of their schools and educational influences, and are recovering from the evils attending new settlements. These States have fewer illiterate than in 1850, while all the rest have more. Perhaps in all these States the schools planted, stimulated, extended, or improved on account of the alarm caused by the census of 1840, are now beginning to bring forth their good fruits. Children beginning to learn after 1840 were still under age in 1850, but now in 1860 many of them are adults. This partly explains the fact that the improvement did not appear in 1850, but began to appear in 1860.

But the numbers of *native illiterate* are more important as showing the influence and progress of our own institutions. In this point of view the prospect is more encouraging, though still dark and threatening. But for her foreign illiterate, New York, instead of having twenty-five thousand more, would have had three thousand less, and Pennsylvania seven thousand less; and Kentucky would have had a thousand less, instead of having a thousand more, illiterate. Ohio diminished the number of her *native* illiterate by eleven thousand, Indiana by fourteen thousand, Virginia by five thousand, and Tennessee by ten thousand, and in most of the States there was but little or no increase of native illiteracy; it was chiefly foreign. In the whole country there were about eleven thousand more native-born unable to read than there were in 1850—a great improvement upon the amazing increase in the previous decade, 1840–'50. While we take all courage from these facts to make more vigorous and successful use of the schools which have so much checked the growth of this evil, we must not be deluded by this partial check, but rather be incited and encouraged to use other more effective and appropriate means to abate it, and reduce it to its minimum at a comparatively early day. It must not be permitted to remain fastened upon our body-politic to the end of this century, as it will be if suitable and sufficient measures are not taken, and that right soon. But of this, more in another and proper place, after we have considered, in connection with the per cent. of illiteracy, the causes which have produced, perpetuated, and aggravated it, and the comparative insufficiency of the school influences hitherto employed to abate it.

RELIABILITY OF THE CENSUS.—A comparison of Views 1, 2, 3 shows that we may rely upon the accuracy of the census reports for all the practical purposes of these statistics.

We might depend upon the law of general averages, which can be trusted in the case of such large numbers over so large a field. Any particular cases of dishonesty or carelessness in local enumerators, such as we know to have existed in some districts of our large cities in 1860, or any combination of politicians to conceal unwelcome facts in their own districts or States, such as has been charged—though, perhaps, without much foundation—would be but a drop in the ocean. Such variations, however large, would be too trivial in comparison to affect materially such immense numbers. But aside from and above these general considerations, we have good evidence in the Views before us of the substantial reliability of the census reports.

Look at maps 1, 2, 3. See how the statistics of the successive periods, 1840, 1850, 1860, compare and harmonize. Consider the comparative numbers in each particular State for these three years—in each group of related States—in each section of the country. The relative numbers, the onward movement is the same. Such variations as occur are in harmony in the same sections and classes of States, and are in accordance with the probable operation of causes which we do not have to go far to find.

With the same things in view, compare maps 4 and 5, or 6 and 7, with regard to comparative male and female illiteracy; or 8, A, B, C, in the case of the slaves; 10, 11, or 12, with regard to the percentage or density of the aggregate illiteracy of all classes in the country. All these comparisons agree in showing that there is that harmony

and consistency in the census reports on the subject of illiteracy which can result only from their being substantially true, and it is confidently anticipated that the remaining Views yet to be prepared, and the census of 1870, when it is given to the public, will, on comparison, lead to the same conclusion.

The only real and important variation from the truth is that already referred to—that the numbers must be understated—*largely understated.* Very many who could not read were, doubtless, unwilling to be so reported. Many who could read but a few words would, doubtless, report themselves as able to read. Here the errors would be all on one side, and the law of averages would not come in. We may safely take Horace Mann's judgment, and add "30 per cent. to the figures of the census on this point for its *undoubted under-estimates.*"

We must also bear in mind in this connection the large numbers who could read but little, so little and with so great difficulty as not to be actual readers. On looking all round this subject, it is apparent that we are in no danger of overestimating or overstating the numbers of the illiterate, or the immensity of the evil, or its threatening character. The danger all lies the other way; and our safety and our progress require of us to look it full in the face.

THE GREATNESS OF THE NUMBERS.—This notation, as it is used in these maps, is not designed or fixed to express the vastness of the numbers of our illiterate; that would require maps a thousand times as large. For that purpose, not one little dot, but a thousand dots should be used to represent a thousand men; and one of these views would fill volumes, instead of covering but a single page.

We may help our minds a little in approximating to some notion of the *comparative largeness* of these hosts of illiterate, by comparing them with the majorities at some of our popular elections, or with the numbers who enlisted in our armies, or whose lives were sacrificed in the late war. This each one can do for himself. But to form a just conception of the *actual greatness* of such large numbers is too much for the human mind. We can conceive of a few scores or hundreds, but when we come to myriads or millions, the mind is lost, it is overwhelmed.

It may help us a little to look at the *circles* in Views 1, 2, 3. They are so few and so small as almost to escape notice. The use of them (see explanations) serves to give, at once, the numbers of thousands over 19, (as in Table III,) at 20, (as in Table IV,) and over 20, (as in Table II.) So much they are designed to do, and they do. But these few little circles give no conception of the large numbers who were just attaining their majority, and assuming the powers and responsibilities of adult men and women, without having the ability to read and write. In View 3 the one little circle in Arkansas tells us that of the 15,000 illiterate native whites in that State, 1,000 were just becoming of age. It serves this purpose. But it expresses nothing of the *largeness* of that number; and yet that number, 1,344, is a number so large that it would require more than all the squares and circles in View 3 to express it, if each dot stood for one young man or woman. So there are three circles in Missouri, as there are in several of the other States. They almost escape notice; and yet the 3,237 illiterate young white men and women of that State between 20 and 21 years of age would require more than all the dots in View 9 to express the whole of so large a number.

This may serve to impress upon our minds the fact that these numbers are too great for our comprehension, and that no attempt is here made to express their greatness. These Views undertake to show only the *geographical distribution* of the evil in the different sections of the country, its *historical progress* or growth from census to census, and the *relative proportions* of male and female and of native and foreign born, while the fact that it is great beyond comprehension and beyond endurance is dimly shadowed forth.

This is all, but this is enough—too much for our national pride; too much for our confidence in the safety of our free institutions; too much for our hope of rapid progress toward a higher civilization; but perhaps enough to show us how sick we are, to alarm us in view of our danger, and to cause us to apply, promptly and energetically, the appropriate remedies.

VIEWS 4, 5, 6, 7. There is no point of view from which this subject presents so serious and threatening an aspect as from that of the large excess of female illiteracy. These four maps are prepared to bring these facts to light. In Views 4 and 5 equal numbers of male and female illiterate in each State are represented by *light* circles and squares, and then the *black* squares stand for so many thousands of illiterate females in excess of the illiterate males. In Views 6 and 7 the exact per cent. of excess in each State is so expressed that the different States may be compared with each other, and the actual degree and progress of this excess can be easily studied. The numbers are taken from Table II.

From Views 6 and 7 it is apparent that (with the exception of the States along the Canadian border, where perhaps the French Canadian immigrants have more illiterate males than females, and of the newest States of the far west) the females who cannot read are largely in excess; and very uniformly so, when we consider the different States, the different sections of the country, on the two different census years, 1850 and 1860.

# VIEW 4.

## NUMBER OF ILLITERATE.

MALE AND FEMALE

WHITE.

1850.

ORE.

CAL.

UTAH

NEW MEX.

MINN.

WIS.

MICH.

IOWA

NEB.

ILL.

IND.

OHIO

MO.

KY.

INDIAN TER.

ARK.

TENN.

TEX.

MISS.

ALA.

GA.

S. C.

N. C.

LA.

FLA.

VA.

MD.

PENN.

N. Y.

VT.

N. H.

ME.

N. J.

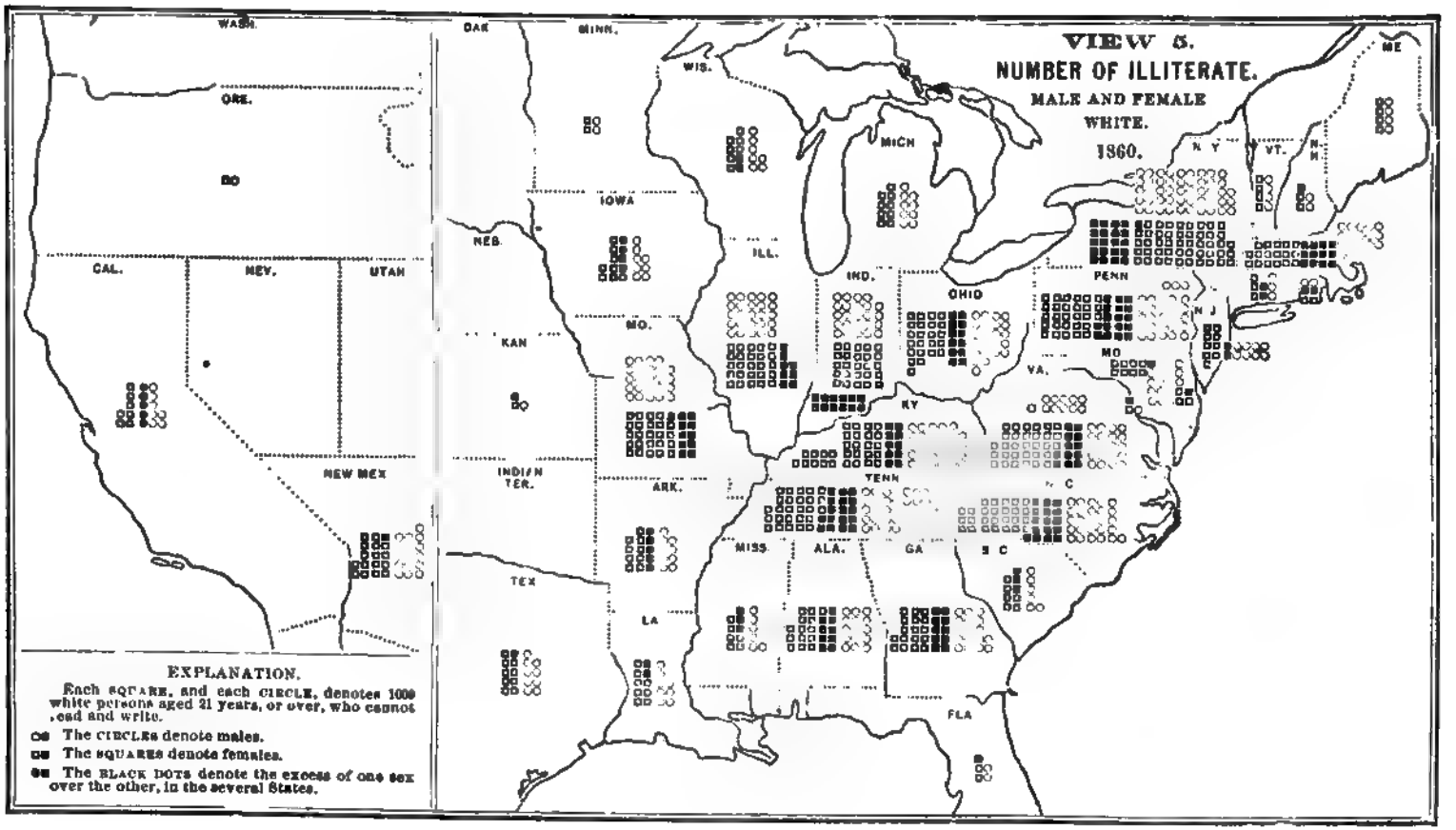
### EXPLANATION.

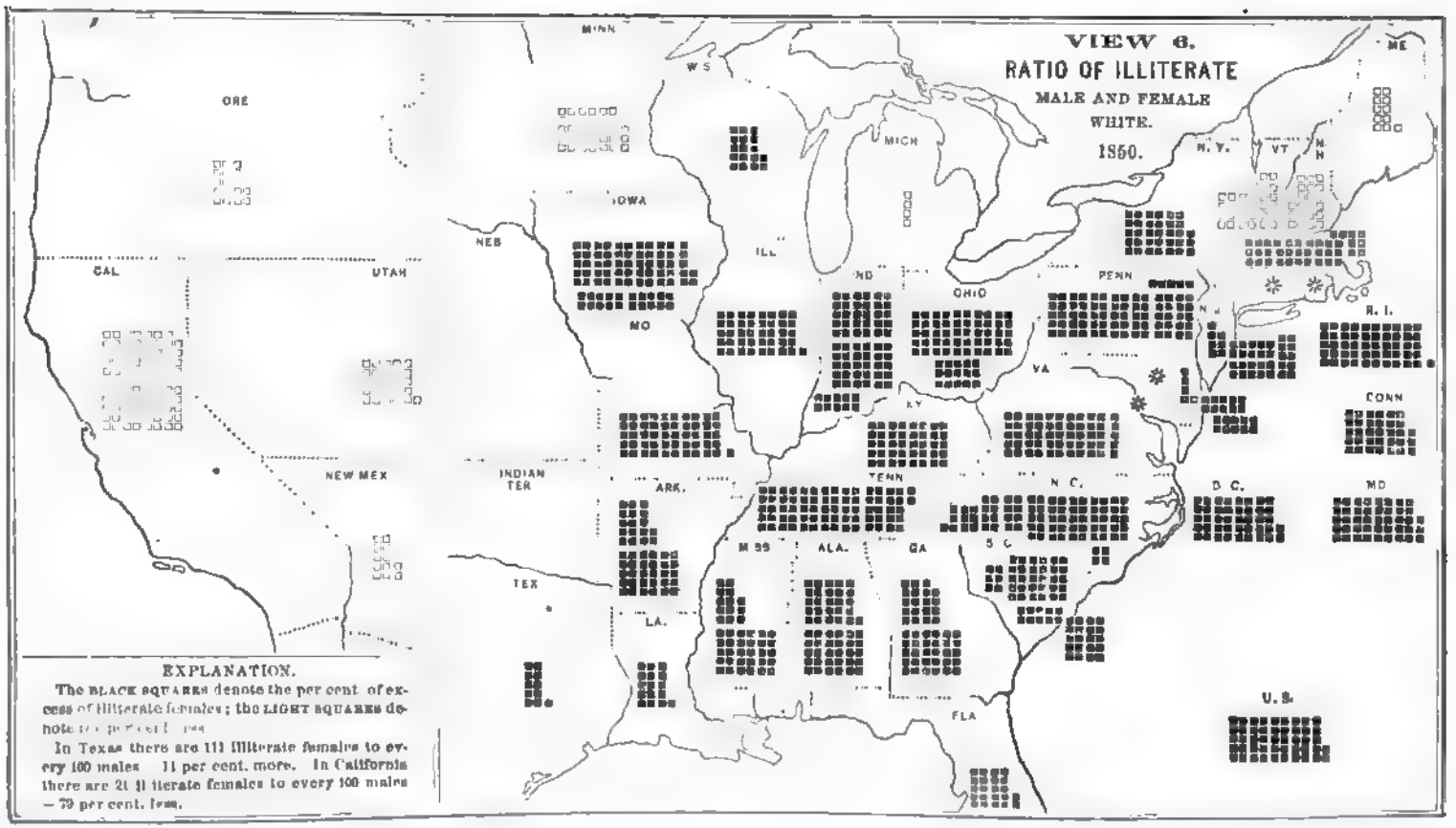
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 21 years, or over, who cannot read and write.

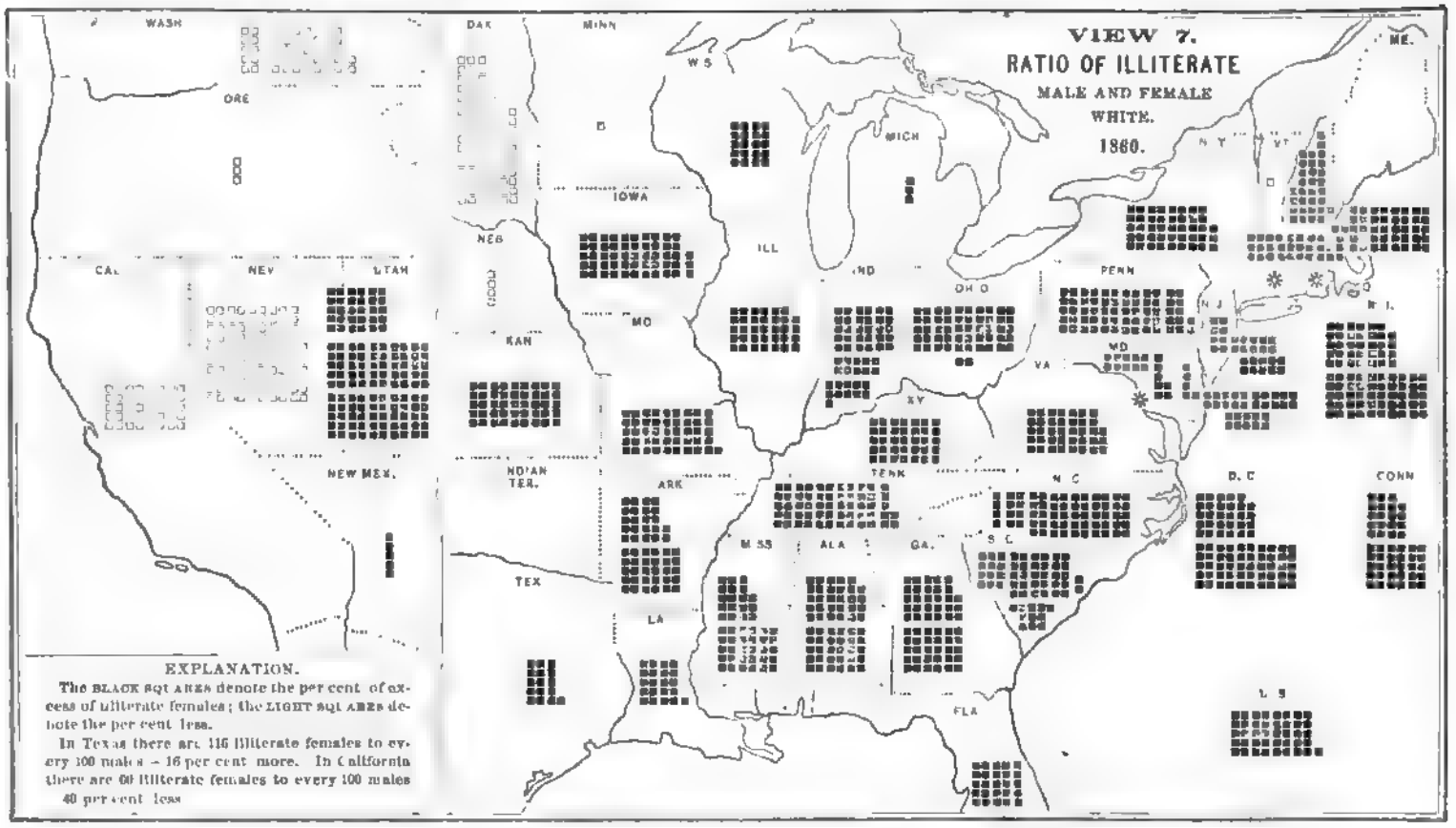
The CIRCLES denote males.

The SQUARES denote females.

The BLACK DOTS denote the excess of one sex over the other, in the several States.


VIEW 6.
NUMBER OF ILLITERATE.
MALE AND FEMALE
WHITE.
1860.
WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX
KAN
NEB.
IOWA
MO.
ARK.
INDIAN TER.
TEX
LA
MINN.
WIS.
ILL.
MICH
IND.
OHIO
KY
TENN
MISS.
ALA.
GA
S C
N C
VA.
PENN
N Y
VT.
N H
ME
N J
MD
FLA
EXPLANATION.
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 21 years, or over, who cannot read and write.
The CIRCLES denote males.
The SQUARES denote females.
The BLACK DOTS denote the excess of one sex over the other, in the several States.


VIEW 6.
RATIO OF ILLITERATE
MALE AND FEMALE
WHITE.
1850.
MINN
WIS
MICH
ME
N. Y.
VT
N H
ORE
IOWA
NEB
ILL
IND
OHIO
PENN
R. I.
CAL
UTAH
MO
VA
CONN
KY
NEW MEX
INDIAN TER
ARK.
TENN
N. C.
D. C.
MD
MISS
ALA.
GA
S. C.
TEX
LA.
FLA
U. S.
EXPLANATION.
The BLACK SQUARES denote the per cent. of excess of illiterate females; the LIGHT SQUARES denote the per cent. less
In Texas there are 111 illiterate females to every 100 males — 11 per cent. more. In California there are 21 illiterate females to every 100 males — 79 per cent. less.


VIEW 7.
RATIO OF ILLITERATE
MALE AND FEMALE
WHITE.
1860.
WASH
ORE
CAL
NEV
UTAH
NEW MEX.
DAK
MINN
IOWA
NEB
KAN
MO
INDIAN TER.
ARK
TEX
LA
W S
ILL
MICH
IND
OHIO
KY
TENN
MISS
ALA
GA.
FLA
S C
N C
VA
PENN
N Y
VT
ME.
N J
MD
D. C
CONN
EXPLANATION.
The BLACK SQUARES denote the per cent of excess of illiterate females; the LIGHT SQUARES denote the per cent less.
In Texas there are 116 illiterate females to every 100 males – 16 per cent more. In California there are 60 illiterate females to every 100 males 40 per cent less

It should be noted, by looking at Views 4 and 5, that, in the States above referred to where female illiterate are not in excess, the actual numbers are very small, especially in the western Territories; in most cases but a few scores or hundreds, and not enough to appear as thousands on these maps. In these cases the percentage has less comparative value.

In the case of Utah, though the great preponderance of ignorant women there will arrest attention and be deemed significant, the comparison between the years 1850 and 1860 does not appear on the maps. Taking Utah and Nevada together for 1860, to compare them with the same extent of territory in 1850, the total numbers are 236 men and 230 women unable to read, or 97 women to 100 men. This will make the relative numbers more nearly what they were in Utah in 1850, and exactly the same as in Oregon in 1860—3 per cent. less of females than of males.

To learn the lessons taught by these maps, we must turn to the States where the numbers are large, and look especially at Views 6 and 7. There are some important differences between the different States and sections, which will be noticed; but the great facts are, the general uniformity throughout the country, and the large excess of females. The average is from 140 to 150 illiterate females to every 100 males, and we see how many and which States have this ratio, and how many exceed it.

Comparing the two years 1850 and 1860, we see that in the Northern and Eastern States the proportion of ignorant females has increased by the following percentages: In Maine by 11 per cent.; in New Hampshire by 53; Vermont, 27; New York, 10; Massachusetts, 34; Rhode Island, 33; Connecticut, 16; Delaware, 10; and in the District of Columbia, 37; also in Minnesota, 32, and in Wisconsin 3. In the Gulf States also it has increased: in Florida by 3 per cent.; Georgia, 9; Alabama, 3; Mississippi, Louisiana, Texas, and Arkansas, by 5 per cent. in each. While in the more central States it has diminished: in New Jersey by 19 per cent.; Pennsylvania, 13; Ohio, 13; Indiana, 19; Illinois, 7; Iowa, 24; Missouri, 5; Kentucky, 5; Tennessee, 15; South Carolina, 11; North Carolina, 18; Virginia, 17; and Maryland, 26. In the whole country it has diminished by 6 per cent.—an encouraging fact, so far as it goes. But the great fact remains: a very large majority of our illiterate white population are women.

These facts ought to be strong arguments. Women are not only the mothers and wives and sisters of voters, (if they do not vote themselves,) and of soldiers and farmers, artisans and laborers, whose value as producers and worth as citizens depend so largely on their knowledge, intelligence, and means of improvement; but they themselves have special charge of our food, our dress, our home life and comforts, our well-being in health and sickness; and knowledge, intelligence, and enlightened discretion are even more needed for their special work and offices than in the special work and sphere of the other sex. But more than all, and above all, they are the natural and actual teachers, not only in schools, but in the family, as mistresses of servants, as neighbors, friends, sisters, who can and will instruct all who need, and, highest of all, as mothers of their own children.

Let our mothers and sisters and female friends be taught; let them read books and newspapers, and love to read them; let them love knowledge, and seek it and use it, and illiteracy will disappear from the land. Let them know the work can be done; let them have the facilities for it, and they will do it. In the place of growing ignorance, we shall have rapid advance in ability and efficiency, in intelligence, in refinement, in everything belonging to a higher, purer, better civilization.

VIEWS A, B, C.—These charts show the progress of slavery from 1840 to 1860—its growth and its extension South and West. They more particularly express the number of thousands—of regiments—of adult slaves. (See Tables III and VI.) Nearly all of these were illiterate. One cannot but feel, on looking at this dark mass, its rapid, steady growth, and its irresistible and unresisted onward march as a mass of ignorance, degraded and degrading, that our country has escaped, barely in time, from the evils and dangers of incalculable proportions.

If there has been so much public indifference and practical neglect in the case of white illiteracy, we have happily been deeply interested in that of the freedmen, and have taken earnest and active measures to instruct them. The sudden elevation of these untaught millions to the condition of American freemen and citizens aroused at once such a sense of duty and responsibility, and such a desire to teach and elevate them, as to call forth most liberal patronage from the Government through the Freedmen's Bureau; the most generous donations of the free-hearted and open-handed, through the Freedmen's Aid Societies—too large to be long continued; and the most noble and heroic self-devotion of teachers, who hastened to the South to teach them. The convictions of the feeling of the country are well embodied in the late proclamation of the President of the United States. There should be the same convictions and the same feeling with regard to the corresponding millions of illiterate white men and women, who are equally needy, equally worthy of our thought and generous sympathies, and constitute a much larger host of bookless citizens, if we include, not only those who cannot read at all, but also those who read so poorly that books and newspapers are of no use to them.

Some facts connected with these extraordinary efforts to educate the freedman, so well-directed, so energetic, and so successful, deserve to be specially noticed and pondered well, as showing the magnitude of the work we have to do, and the absolute necessity of some other and better facilities and methods than we have hitherto employed.

**VIEW 8.—A.**

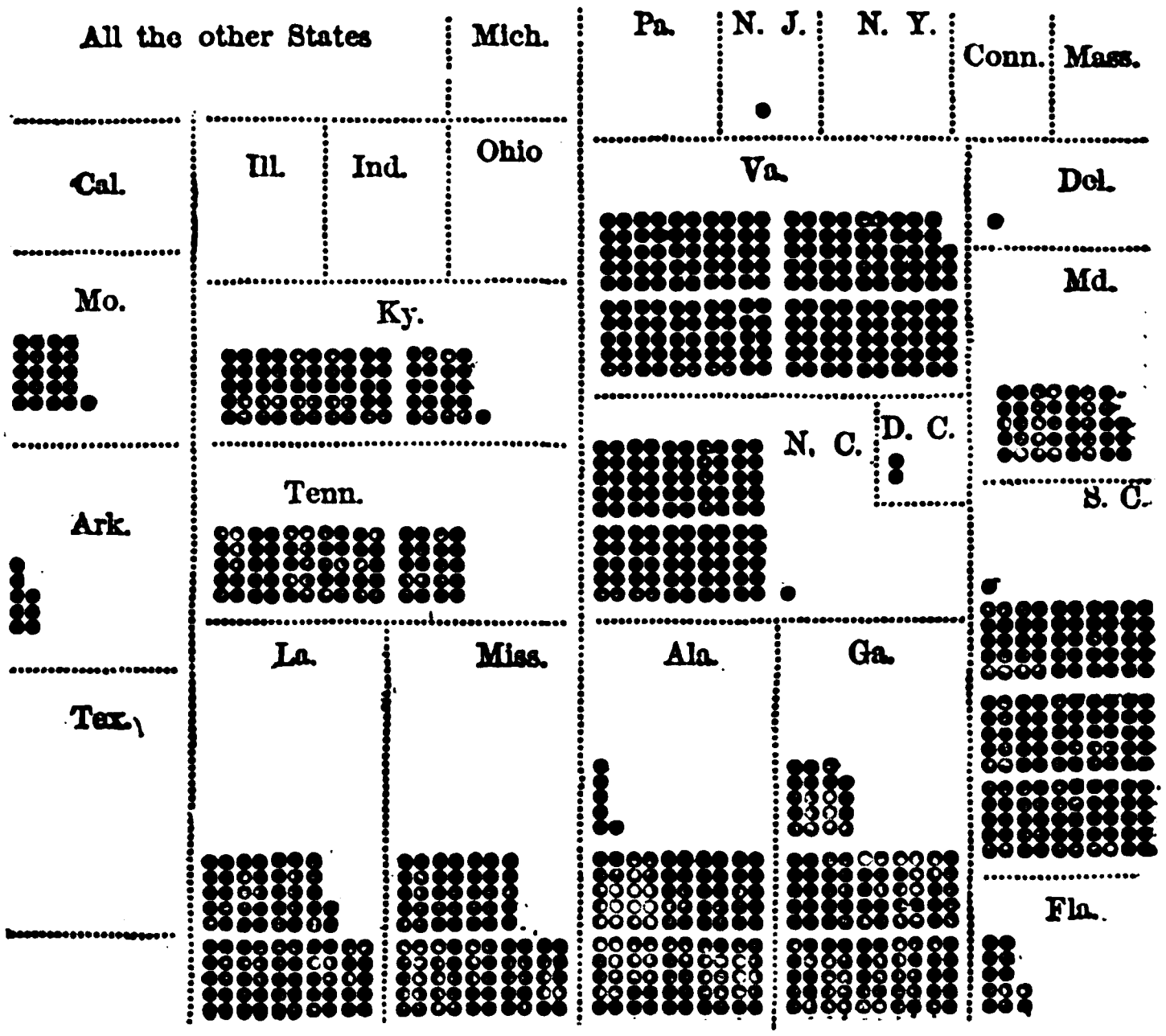
**NUMBER OF ILLITERATE.**

SLAVES.

1840.

EXPLANATION.

● Each CIRCLE denotes 1000 slaves aged 20 or over.




Let it be premised that there must be now in the United States over five millions of free colored people; the estimated number for 1870 is 5,407,000. (See Preliminary Report of the Eighth Census," p. 7; and "Compendium of the Seventh Census," p. 87.) The annual increase must be set down as over 100,000, and of those who were lately slaves nearly that number. But there must have been less increase during the war, and still less from more adverse circumstances since. Let us, then, take the number for 1860, ten years ago, though that is much below the actual number. The whole number of slaves was four millions; their *annual increase*, 80,000. The whole number of adult slaves was 1,734,000; *their annual increase*, 35,000. Let us now compare with this the numbers who have been taught to read, and judge from the past what a work we have yet to do in the future. The following facts are taken from the reports of Mr. Alvord, superintendent of freedmen's schools:

In July, 1867, the whole number enrolled in the day and night schools was 111,442; in 1869 it was 114,522. About one-sixth of these (some 20,000) were over 16 years of age. If all of these were different persons, in the day and in the night schools, and if entirely new classes were formed in each successive year, and if none of them knew how to read before, and if every one enrolled learned to read well enough to make use of books and newspapers, and if none of them were under 20 years of age, there were not more than 20,000 adult freedmen per year taught to read—only about half the annual increase.

## VIEW 8.—B.

## NUMBER OF ILLITERATE.

SLAVES

AND FREE-COLORED.

1840, 1850.

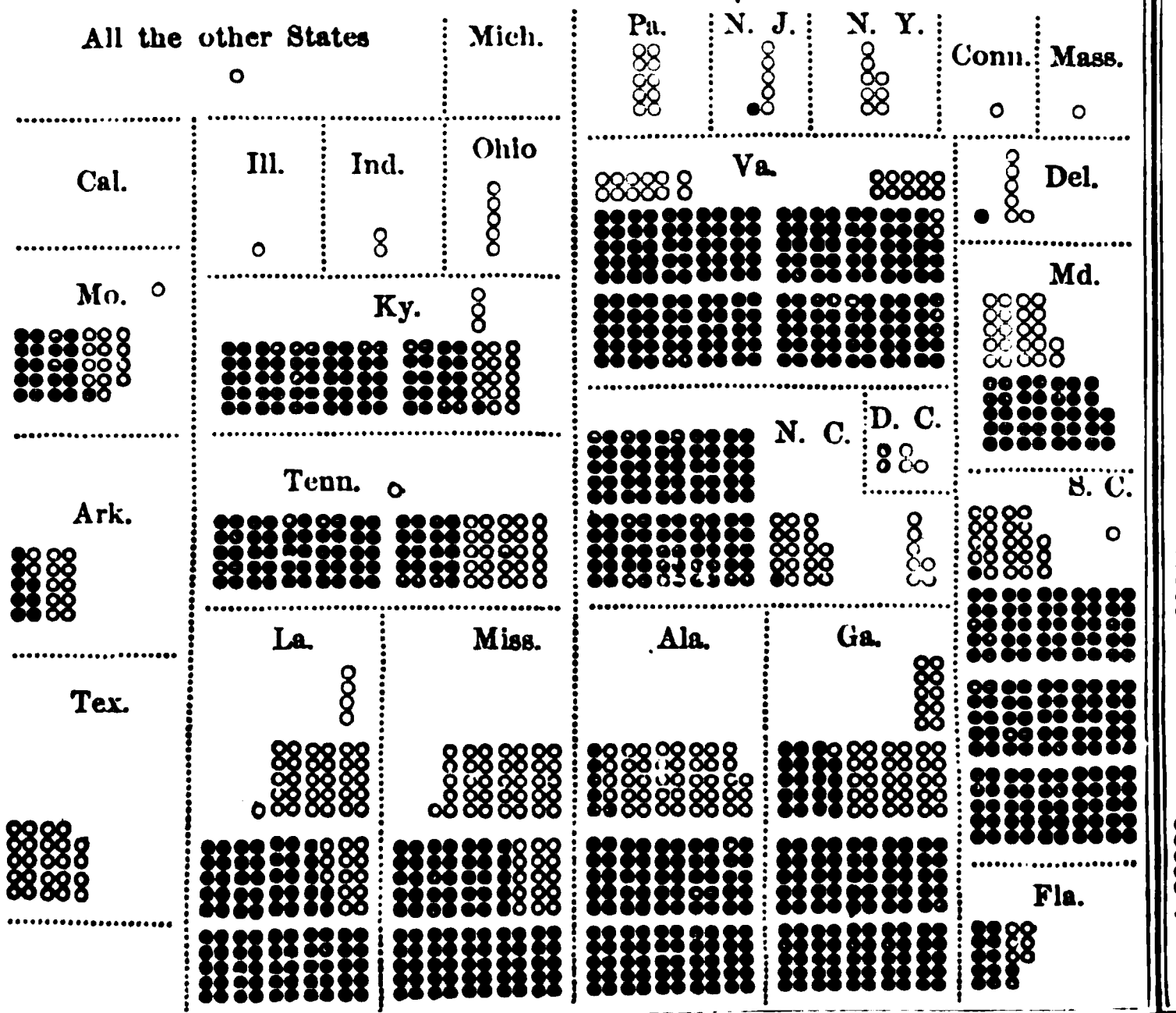
**EXPLANATION.**

Each CIRCLE denotes 1,000 illiterate adults.

● ○ denote slaves; ○ denote free-colored.

● These circles show the number in 1840.

○○ These, show the increase in 1850.




## VIEW 8.—C.

## NUMBER OF ILLITERATE.

SLAVES

AND FREE-COLORED.

1840, 1850,
1860.

**EXPLANATION.**

Each CIRCLE denotes 1,000 illiterate adults.

● ○ ● denote slaves; ○ ○ denote free-colored.

● These circles show the number in 1840.

○○ These, show the increase in 1850.

●○ These, show the increase in 1860.

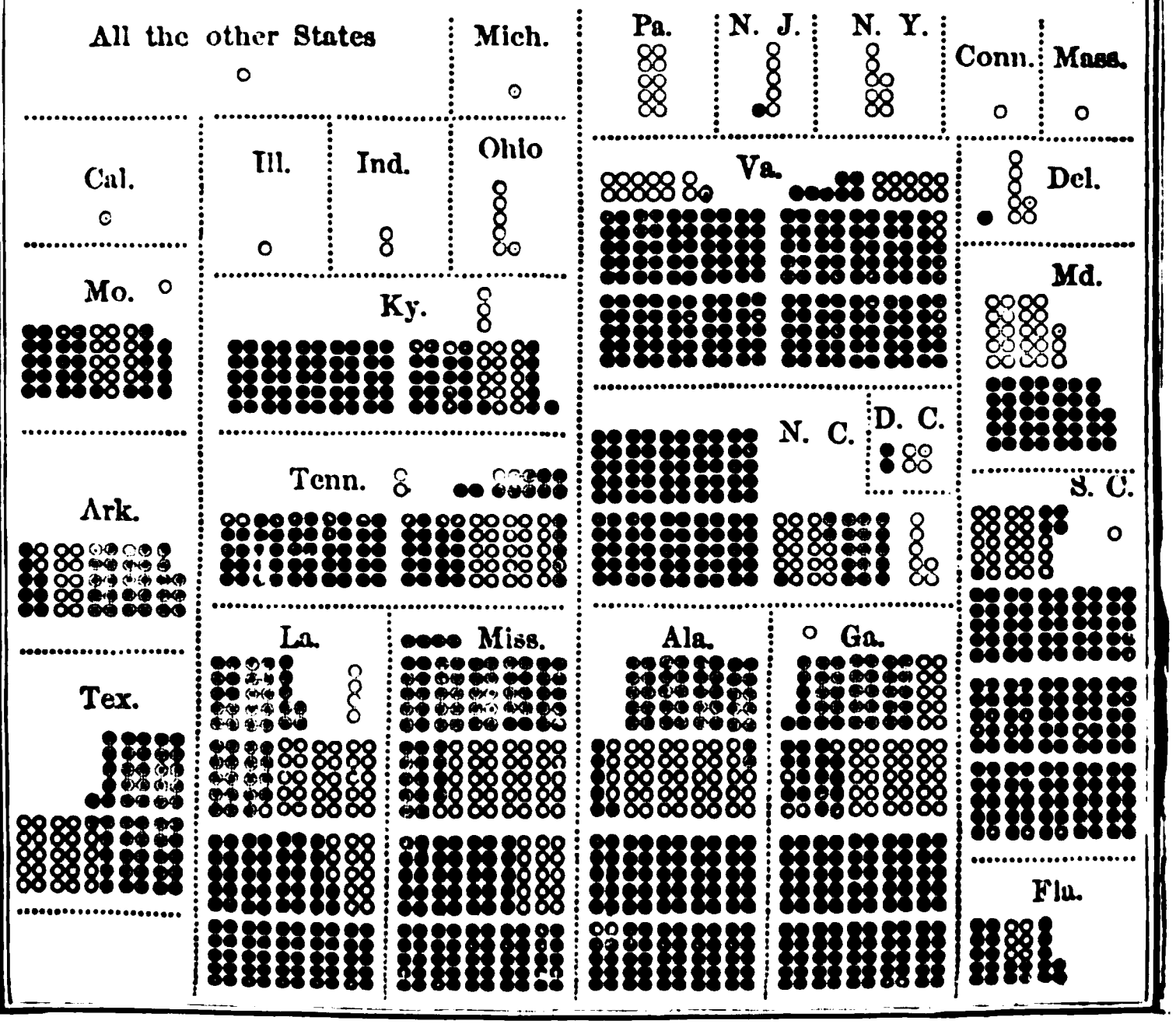


TABLE VI.—*Persons aged 20 and over.*

| 1840. | ILLITERATE. WHOLE NUMBER. PER CENT. | | | Total. | |
|---|---|---|---|---|---|
| | Native and foreign. | | | | |
| | White. | | Slaves. | | |
| Alabama | 23,873 | 18.24 | 105,974 | 129,847 | 55 |
| | 130,900 | | 105,974 | 236,874 | |
| Arkansas | 6,972 | 22.82 | 8,004 | 14,976 | 39 |
| | 30,555 | | 8,004 | 38,559 | |
| Connecticut | 548 | .33 | 17 | 565 | 0 |
| | 163,843 | | 17 | 163,860 | |
| Delaware | 5,092 | 18.43 | 889 | 5,981 | 21 |
| | 27,629 | | 889 | 28,518 | |
| Florida | 1,384 | 9.93 | 11,684 | 13,068 | 51 |
| | 13,944 | | 11,684 | 25,628 | |
| Georgia | 32,360 | 20.11 | 119,142 | 151,502 | 54 |
| | 160,957 | | 119,142 | 280,099 | |
| Illinois | 29,157 | 14.70 | 136 | 29,293 | 15 |
| | 198,413 | | 136 | 198,549 | |
| Indiana | 40,229 | 15.01 | 1 | 40,230 | 15 |
| | 268,049 | | 1 | 268,050 | |
| Iowa | 1,194 | 6.14 | 8 | 1,202 | 6 |
| | 19,456 | | 8 | 19,464 | |
| Kentucky | 42,182 | 17.36 | 71,287 | 113,469 | 36 |
| | 242,984 | | 71,287 | 314,271 | |
| Louisiana | 5,137 | 6.50 | 87,166 | 92,303 | 55 |
| | 79,000 | | 87,166 | 166,166 | |
| Maine | 3,392 | 1.45 | 0 | 3,392 | 1 |
| | 234,177 | | 0 | 234,177 | |
| Maryland | 12,423 | 8.04 | 38,286 | 50,709 | 26 |
| | 154,442 | | 38,286 | 192,728 | |
| Massachusetts | 4,662 | 1.15 | 0 | 4,662 | 1 |
| | 402,761 | | 0 | 403,761 | |
| Michigan | 2,295 | 2.38 | 0 | 2,295 | 2 |
| | 96,189 | | 0 | 96,189 | |
| Mississippi | 8,871 | 12.01 | 84,695 | 93,566 | 59 |
| | 73,838 | | 84,695 | 158,533 | |
| Missouri | 20,617 | 15.66 | 21,039 | 41,656 | 27 |
| | 131,669 | | 21,039 | 152,708 | |
| New Hampshire | 980 | .65 | 0 | 980 | 1 |
| | 149,911 | | 0 | 149,911 | |
| New Jersey | 6,693 | 4.01 | 669 | 7,362 | 4 |
| | 166,964 | | 669 | 167,633 | |
| New York | 46,735 | 4.04 | 1 | 46,736 | 4 |
| | 1,155,522 | | 1 | 1,155,523 | |
| North Carolina | 59,470 | 28.36 | 100,879 | 160,349 | 52 |
| | 209,685 | | 100,879 | 310,564 | |
| Ohio | 37,312 | 5.84 | 2 | 37,314 | 6 |
| | 638,740 | | 2 | 638,742 | |
| Pennsylvania | 35,700 | 4.66 | 23 | 35,723 | 5 |
| | 765,917 | | 23 | 765,940 | |
| Rhode Island | 1,690 | 2.97 | 5 | 1,695 | 3 |
| | 56,835 | | 5 | 56,840 | |
| South Carolina | 21,689 | 19.42 | 150,751 | 172,440 | 66 |
| | 111,663 | | 150,751 | 262,414 | |
| Tennessee | 61,676 | 24.78 | 70,396 | 132,072 | 41 |
| | 248,928 | | 70,396 | 319,324 | |
| Vermont | 2,365 | 1.64 | 0 | 2,365 | 2 |
| | 144,136 | | 0 | 144,136 | |
| Virginia | 61,712 | 18.70 | 197,899 | 259,611 | 49 |
| | 330,069 | | 197,899 | 527,968 | |
| Wisconsin | 1,820 | 10.72 | 5 | 1,825 | 11 |
| | 16,973 | | 5 | 16,978 | |
| District of Columbia | 1,086 | 7.23 | 2,204 | 3,290 | 19 |
| | 15,015 | | 2,204 | 17,219 | |
| Total | 579,316 | 8.97 | 1,071,162 | 1,650,478 | 22 |
| | 6,440,164 | | 1,071,162 | 7,511,326 | |

It will be seen that this table corresponds with columns 7, 10, and 11 of Table III, giving the statistics of those columns for 1840, and that the general arrangement for 1840 here is the same as that for 1850 and 1860 there. The explanation of that table will therefore serve for this. As the free colored illiterate were not given in the census of 1840 they are not included in the total column here.

But many of those enrolled in the day and in the night schools must have been the same persons; and many of them attended from year to year; some of them had some ability to read before; and, doubtless, not a few beginners failed to become good readers; and then a very considerable number of those over 16 must have been under 20, so that no small deduction must be made from the 20,000 a year for the number of adults actually taught to read. Were there more than 10,000 annually taught to read in these schools? Were there so many?

There were also from 30,000 to 35,000 persons estimated as attending day and night schools not regularly reported. If the same proportion of these were adults, then one-third must be added to the above numbers for the adult freedmen taught in all the schools. The Sunday schools numbered about 100,000 persons. How many of these were adults, whether most of them were the same persons attending from year to year; how many of them belonged to the day or night schools, regularly or irregularly reported, and how much was done, and how effectually, in the Sunday schools, to teach them to read, does not appear—cannot be determined.

But, setting the number taught at the highest possible figure, it is but a fraction of the annual increase. The work is manifestly so great—so inconceivably great—that the large expenditures and vigorous and successful efforts of the freedmen's schools and their liberal supporters have failed to keep up with the annual increase—have fallen very far behind. They have not arrested the steady, onward march of this mass of ignorance, but have done only what they could to check its progress. It has still gone on, so that to-day there are more adult freedmen unable to read than there were three years ago; many thousands more.

There is another view to be taken of this matter. Of the hundred thousand and more per year, regularly reported as enrolled, there were some in alphabet classes, some in easy reading, and some in advanced reading. The pupils in easy reading numbered from 30,000 to 55,000 and those in advanced reading from 20,000 to 44,000, in the several reports of the freedmen's schools from 1867 to 1870. Taking the highest number for advanced readers, 44,000, and making the proper allowance for part of them (was it five-sixths or more) being under 20, part of them belonging to night-schools as well as to day-schools, part of them being the same persons in successive years, some of them having known how to read before, and we begin to see and feel *how far* this grand and noble and successful movement has proved inadequate to reach the heart of the evil to be removed, or even to diminish materially its rapid and steady growth.

And yet this evil must be checked, must be removed. The freedmen must learn to read. We are not even educating the children—hardly enough, perhaps not enough of *them*, to equal *their* annual increase. But if we *were* doing this; if we were teaching *all* the children, as Prussia does for her children, and New England partially for hers, this would not be enough. As Mr. Alvord, superintendent of freedmen's schools, said in 1867, "How can we *wait* for this in the rapid march of events?" Those now adults must be taught; the youth, the middle-aged must be taught, must become readers, and be aided in this way to rise and discharge better their new duties as citizens and free men, if we and they would prosper. And more of the children must be taught; they must be better, more rapidly, more successfully taught. This must be done; it *can be* done; who of us will join and say, it *shall be done?*

VIEW 9.—This chart is a combination of Views 3 and 8 C. It gives the aggregate number of thousands of illiterate of all classes—native and foreign, male and female, black and white, slave and free. The figures from which it is derived will be found in Table III, column 11, total. By comparing it with View 8 C and with View 3, or by comparing those two Views, it will be apparent how large a proportion of our illiterate population are white and native born. And it must be borne in mind that *all* of the illiterate slaves are here represented, while the white illiterate who reported themselves able to read, or were able to read but little and so imperfectly as not to be actual readers, are not here included.

After what has been said on the preceding pages, this View must be left to each one's own study and reflections. It is apparent that we have an immense work to do, and that no State or section is free from a painfully large share of it at home, while many of the States North and South, East and West, are in pressing need of help, and must have it from some source. And especially when we consider that each of these dots stands for a whole thousand—a regiment of the ignorant, and that it would require a thousand times as many units to express the entire host; that all the dots in this char will not suffice to fully express the number that Kansas alone has to teach, if she would not suffer from their continued ignorance, we see that there is occasion and need enough for this exhibit of our real condition, and that there is work enough for us all, as individuals, as communities, as States, and as a nation.

VIEWS 10, 11, 12.—In these three maps the squares and circles are not used to stand each for a thousand persons, but here each denotes one per cent. They do not express the actual number of illiterate, but the density of illiteracy, including all classes. The figures will be found in Table IV.

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# VIEW 9.

## NUMBER OF ILLITERATE

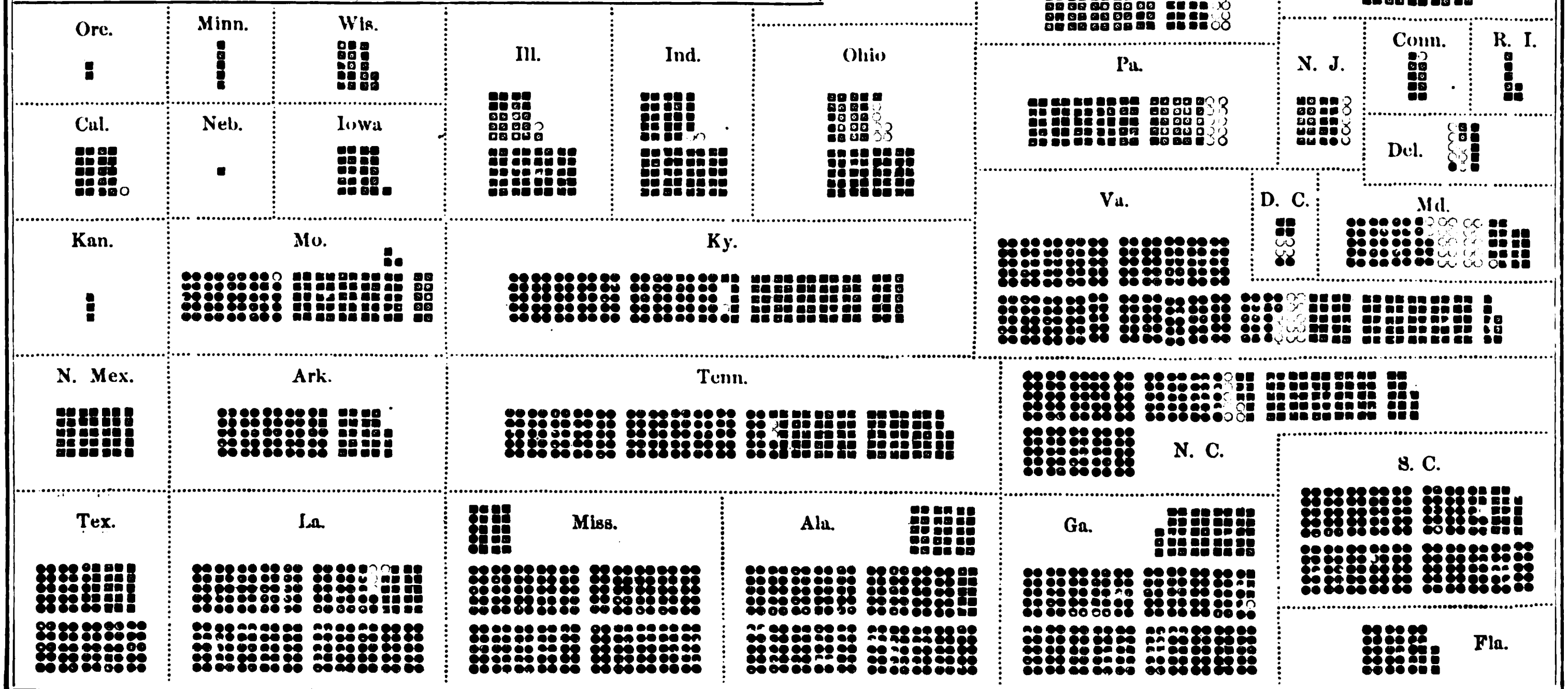
OF ALL CLASSES.

1860.

EXPLANATION.

Each SQUARE, and each CIRCLE, denotes 1000 persons aged 20, or over, who cannot read and write.

- The BLACK SQUARES denote native whites.
- The DARK SQUARES denote foreign-born.
- The BLACK CIRCLES denote slaves.
- The LIGHT CIRCLES denote free-colored.



# VIEW 10.
## PER CENT. OF ILLITERATE
### OF ALL CLASSES.
### 1840.
### 1850.

ORE.
CAL.
UTAH
NEW MEX.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
MO.
KY.
INDIAN TER.
ARK.
TENN.
MISS.
ALA.
GA.
FLA.
S. C.
N. C.
VA.
PENN.
N. Y.
VT.
N. H.
ME.
N. J.
D. C.
MD.
TEX.
LA.
U. S.

## EXPLANATION.

This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.

- A SQUARE denotes 1 per cent, in 1850.
- A DOT with a central point, is 1 per cent in 1840.
- A BLACK SQUARE is 1 more per cent. in 1850;
- A LIGHT CIRCLE is 1 less per cent.
- THIS SQUARE refers to 1850 only.

# VIEW 11.

## PER CENT. OF ILLITERATE

### OF ALL CLASSES.

1850.

1860.

WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
MO.
KAN.
INDIAN TER.
ARK.
TENN.
MISS.
ALA.
GA.
S. C.
N. C.
TEX.
LA.
FLA.
VA.
KY.
PENN.
N. Y.
VT.
N. H.
ME.
N. J.
D. C.
MD.
U. S.

### EXPLANATION.

This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.

- A SQUARE denotes 1 per cent, in 1850.
- A DARK DOT denotes 1 per cent in 1860.
- A BLACK CIRCLE is 1 more per cent. in 1860;
- A LIGHT SQUARE is 1 less per cent.
- THIS CIRCLE refers to 1860 only.

# VIEW 12.

## PER CENT. OF ILLITERATE

OF ALL CLASSES.

1840.

1860.

WASH.

ORE.

CAL.

NEV.

UTAH

NEW MEX.

DAK.

MINN.

WIS.

MICH.

IOWA

NEB.

ILL.

IND.

OHIO

MO.

KAN.

INDIAN TER.

ARK.

KY.

TENN.

MISS.

ALA.

GA.

TEX.

LA.

FLA.

S. C.

N. C.

VA.

PENN.

N. Y.

N. J.

VT.

N. H.

ME.

D. C.

MD.

U. S.

### EXPLANATION.

This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.

- ■● A DARK DOT denotes 1 per cent, in 1860.
- ■○ A DOT with a central point is 1 per cent. in 1840.
- ● A BLACK CIRCLE is 1 more per cent. in 1860;
- ○ A LIGHT CIRCLE is 1 less per cent.
- ○ THIS CIRCLE refers to 1860 only.

The 80 or 90 dots in New Mexico show that nearly all the population is illiterate—all but 10 or 15 per cent. The 50 or 60 dots in most of the cotton or plantation States show that about half or more than half the population cannot read. In a few other slave States it is about one-third, in some a quarter, and in some of the Northwestern States, from a fourth to a tenth of the people. Quite a number of the Northern States, east and west, have from five to ten per cent.; while Maine, New Hampshire, Rhode Island, Nevada, and Utah are the only States having but three per cent., or less. Of course, this includes the illiterate of all classes—foreign and slave, as well as native white. It shows how great a work each State has to do in proportion to the number of its inhabitants; but it does not show anything definitely of the causes operating to increase or perpetuate illiteracy among our own free people, born and educated in our own land.

View 10 shows us that the per cent. of illiteracy increased from 1840 to 1850, not only in the whole country, but especially in New England, (chiefly from foreign sources,) and in some of the Western and Southern States. View 11, on the contrary, shows how it was diminished in the next decade, not only in the whole country, but in most of the Southern and Western States, though still increasing in New England, in Mississippi, and on the Pacific slope. View 12 shows that during the whole twenty years there was some improvement in respect to the per cent. of total illiteracy in the whole country, and in what States and parts of the country it was most marked. But a great increase of the evil is seen in New England and the Middle States, as also in Michigan and in one or two other States, for the main causes of which we need not go beyond the fact of ignorant immigration from Canada and Europe, and of slave migration toward the extreme South and Southwest.

It is not so important or instructive to investigate minutely here the improvement in the percentage of some of the States, as it will be in connection with the views of native white illiteracy. It is here complicated so much with the relative increase of slaves and whites, as well as with the influence of foreigners, that it teaches but little. Mississippi, for instance, lost, on the whole, 3 per cent. between 1850 and 1860, (View 11;) but this was due to the greater increase of the slave population—the ratio of white illiteracy actually diminished one per cent.

It may, however, be noticed here that the improvement was not confined to particular States. It was very general throughout the South and West—almost everywhere except in New England. It is noticeable particularly in the northern tier of slave States, and in some Western States. It must have been due to some common cause or causes operating over those vast areas and large sections and groups of States. But this is not the best place to consider it in detail.

Another thing strikes us on looking at these three maps, and that is the comparative harmony and uniformity of the results of the three census reports of 1840, 1850, and 1860. We have already noticed (page 19, View 3) the bearing of this upon the question of the reliability of the census statistics on this subject. It is very manifest here. Whether we look at these three maps with reference to the whole country, or look at larger or smaller sections, or groups of States, or at individual States, the conviction becomes irresistible that these corresponding and harmonious results of the three successive census reports are due to the fact that they are substantially correct; that there are no irregularities or inaccuracies in them that can in any way materially affect the general conclusions to which they lead, and the great lessons which they teach. It only remains for us to do the work to which they point us.

### CAUSES AND REMEDIES.

It would be premature to enter upon a full discussion of the causes and remedies of this evil before we come to the Views of percentage of native white illiteracy, which show its density (its proportion to the whole adult native white population of each State) and bring out its relations to the special local influences which have been operating to produce or remove it. Indeed, maps of some of the States, showing its distribution in the several counties, and thus bringing us more directly to see its relations to general and special causes, ought first to be studied. Views of such minute geographical distribution by counties would be as much more instructive than these maps of its distribution among the States as these maps are more instructive than the single group of dots for the whole United States, to be seen in the lower right-hand corner of Views 6, 7, 10, or 12; and such county Views need to be prepared, and shall be, as soon as circumstances will permit, and the necessary means can be obtained.

But already the maps we have been looking at and studying point to several important causes; the influx of ignorance from Canada, and through Canada, and to the great Atlantic ports, by immigration; the influence of slavery in the plantation States, and even more among the poorer farming population flowing westward from the older and wealthier portions of Virginia and North Carolina to the mountain valleys and to the newly-settled parts of those States, and of Kentucky and Tennessee, and even beyond the northern banks of the Ohio; the peonage and other adverse causes

upon the untaught population of New Mexico; the influences which have come down from some of the early settlers and immigrants of New York, Pennsylvania, and some other States, as compared with the school influences inherited in New England; and unfavorable circumstances and difficulties in new and sparse settlements in the pioneer Western States.

But there must be—there are, other causes more universal, more fundamental, more permanent, impairing the efficiency of schools, preventing the successful use of maternal and family agencies, aggravating the effect of other adverse circumstances, preventing or taking away the anxiety of the untaught to learn, preventing the beginner's early and speedy success, disheartening him, and deterring him from persevering in his efforts at self culture in this elementary and all-essential branch of study—in this very root of all study and progress.

Full investigations of this subject will establish the fact that even in our most favored sections—in New England, in New York, and the Middle States, and in the Northwest—and in the most favored parts of them, in towns and cities where money has been most lavished and pains have been least spared, our schools have not been as efficient as they ought to be; not half as efficient as they can and must be made. It will appear also that, hitherto, home efforts, and self-teaching, and Sunday-school, and neighborly and friendly assistance have been of little or no avail; they have hardly been available or practicable.

It is believed that the mother's teaching, home-teaching, teaching by masters and mistresses, by friends and Sunday-school teachers, and with these, after these, and more than these, self-teaching can be, must be, and will be made even more.

EDWIN LEIGH.

# TABLES

OF

# SCHOOL STATISTICS OF THE UNITED STATES.

## SCHOOL STATISTICS OF THE UNITED STATES, COMPILED FROM THE MOST RECENT INFORMATION.

TABLE I.—*General Statistics: Statistics of Pupils and Teachers.*

| States. | Date of report. | Area in square miles. | Value of taxable property. | Population.* | School population. Between the ages of— | School population. Number. | No. of children enrolled in the schools. | Average attendance. | Number of children of school age never registered. | Average absence of those enrolled. | Average total absence. | No. of school districts or schools. | Average duration of schools in month and days. | No. of pupils in private elementary schools. | No. of teachers in public schools. Male. | No. of teachers in public schools. Female. | No. of teachers in public schools. Total. | Ave'ge salary of teachers per mo. Male. | Ave'ge salary of teachers per mo. Female. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 1869 | 50,722 | ..... | 1,002,000 | 5–21 | †336.000 | †160,000 | ..... | ..... | ..... | ..... | 3,804 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Arkansas | 1869 | 52,198 | ..... | 486,103 | 5–21 | 180,000 | 100,000 | 60,000 | 80,000 | 40,000 | 120,000 | 2,500 | 5 months | ..... | 1,300 | 700 | 2,000 | $80 00 | $60 00 |
| California | 1869 | 159,000 | ..... | 556,208 | 5–15 | 112,753 | 73,754 | 49,802 | 38,999 | 23,925 | 62,941 | 1,354 | ..... | 16,273 | 726 | 961 | 1,687 | 81 33 | 62 81 |
| Connecticut | 1870 | 4,674 | ..... | 537,886 | 4–16 | 125,407 | 105,313 | 64,707 | 20,094 | 40,606 | 60,700 | 1,647 | 8 mos. 3 days | ..... | 679 | 2,134 | 2,813 | 58 74 | 29 16 |
| Delaware | 1870 | 2,120 | ..... | 123,252 | 5–21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | 1870 | 59,268 | ..... | 189,995 | 4–21 | 41,900 | 7,575 | ..... | 34,325 | ..... | *36,000 | 250 | 3 months | ..... | ..... | ..... | 250 | ..... | ..... |
| Georgia | ..... | 58,000 | ..... | 1,179,886 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Illinois | 1868 | 55,405 | ..... | 2,540,216 | 6–21 | 833,130 | 706,780 | 269,766 | 126,350 | 437,014 | 563,364 | 10,590 | 7 mos. 3 days | 36,912 | 8,240 | 10,797 | 19,037 | 42 40 | 32 80 |
| Indiana | 1870 | 55,809 | $655,521,479 | 1,668,169 | 6–21 | 619,590 | 462,527 | 281,912 | 157,063 | 180,615 | 337,678 | 8,861 | 3 mos. 7 days | ..... | 7,104 | 4,722 | 11,826 | 37 00 | 28 40 |
| Iowa | 1870 | 55,045 | ..... | 1,177,515 | 5–21 | 418,168 | 296,138 | 178,329 | 122,030 | 117,809 | 239,839 | 6,788 | 6 mos. 6 days | 4,200 | 4,479 | 7,515 | 11,994 | 36 96 | 27 16 |
| Kansas | 1869 | 81,000 | ..... | 353,182 | 5–21 | 92,517 | 58,681 | 31,124 | 33,836 | 27,557 | 61,393 | 1,707 | 5 months | ..... | 896 | 263 | 1,159 | 37 07 | 28 98 |
| Kentucky | 1870 | 37,680 | ..... | 1,323,264 | 6–20 | 376,868 | 160,446 | 112,630 | 216,422 | 47,816 | 264,238 | 4,269 | 5 months | ..... | ..... | ..... | ..... | ..... | ..... |
| Louisiana | 1870 | 46,431 | 250,000,000 | 716,394 | 6–21 | 254,533 | 50,000 | 40,000 | 204,533 | 10,000 | 214,533 | 483 | 4 mos 11 days | ..... | 150 | 475 | 625 | 112 00 | 76 00 |
| Maine | 1870 | 32,000 | 219,666,504 | 630,423 | 4–21 | 228,167 | 126,946 | 100,815 | 90,335 | 26,131 | 116,466 | 4,004 | 4 mos. 20 days | ..... | 1,981 | 4,020 | 6,007 | 32 27 | 14 00 |
| Maryland | 1869 | 9,356 | 492,653,472 | 775,000 | 5–20 | 182,205 | 99,315 | ..... | 82,890 | ..... | ..... | ..... | 10 months | ..... | ..... | ..... | 1,905 | 43 00 | 43 00 |
| Massachusetts | 1869 | 7,800 | 1,503,816,504 | 1,457,385 | 5–15 | 271,032 | 247,080 | 203,468 | 29,143 | 39,884 | 69,027 | 4,963 | 5 mos. 6 days | ..... | 1,053 | 7,048 | 8,106 | 77 44 | 30 92 |
| Michigan | 1869 | 56,243 | ..... | 1,184,158 | 5–20 | 374,774 | 269,587 | 242,629 | 104,787 | 26,958 | 131,745 | 5,052 | 6 mos. 3 days | ..... | 2,354 | 7,895 | 10,249 | 47 71 | 24 35 |
| Minnesota | 1870 | 83,500 | 185,000,000 | 460,000 | 5–21 | 144,414 | 102,086 | 45,497 | 42,328 | 56,589 | 98,917 | 2,521 | ..... | ..... | 1,155 | 2,620 | 3,775 | 33 91 | 22 45 |
| Mississippi | ..... | 47,156 | ..... | 834,190 | 5–21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1870 | 67,380 | ..... | 1,703,000 | 5–21 | 584,026 | 249,729 | ..... | 334,297 | ..... | ..... | 7,000 | 4 mos. 6 days | ..... | 4,615 | 2,531 | 7,146 | 38 60 | 29 81 |
| Nebraska | 1870 | 76,000 | 50,523,390 | 116,888 | 5–21 | 32,619 | 13,893 | ..... | 18,726 | ..... | ..... | 782 | 3 months | 1,473 | 261 | 260 | 521 | 34 32 | 33 66 |
| Nevada | 1870 | 112,000 | ..... | 44,686 | 6–18 | 3,778 | 2,028 | 1,382 | 1,170 | 646 | 1,816 | 45 | 8 mos. 2 days | 360 | 19 | 36 | 55 | §118 75 | §92 16 |
| N. Hampshire | 1869 | 9,280 | ..... | 318,300 | 4–21 | 75,505 | 52,190 | 45,755 | 5,743 | 24,007 | 24,007 | 2,528 | 3 mos. 15 days | ..... | 624 | 3,157 | 3,781 | 36 59 | 21 02 |
| New Jersey | 1870 | 8,320 | 533,261,261 | 900,000 | 5–18 | 258,227 | 161,683 | 78,612 | 96,544 | 83,071 | 179,615 | 1,458 | 8 mos. 14 days | 32,447 | 915 | 1,905 | 2,820 | 53 62 | 30 66 |
| New York | 1870 | 47,156 | 1,860,120,770 | 4,370,846 | 5–21 | 1,463,299 | 998,664 | 468,421 | 464,635 | 530,243 | 994,878 | 11,750 | 8 mos. 4 days | 125,931 | 6,230 | 22,080 | 28,310 | (‖) | (‖) |
| North Carolina | 1870 | 45,000 | 123,361,396 | 1,041,000 | 6–21 | 342,168 | 49,302 | 31,812 | 292,866 | 35,490 | 310,356 | 1,398 | 3 months | ..... | 1,030 | 385 | 1,415 | ¶ 20 50 | ¶18 50 |
| Ohio | 1869 | 39,964 | 1,157,180,455 | 2,675,468 | 5–21 | 1,028,877 | 740,382 | 434,865 | 288,495 | 305,517 | 590,012 | 11,714 | 7 mos. 15 days | ..... | 9,171 | 12,455 | 21,626 | 55 63 | 33 26 |
| Oregon | ..... | 95,274 | ..... | 90,776 | 4–20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 1870 | 46,000 | ..... | 3,475,000 | 6–21 | 975,753 | 828,892 | 555,941 | 146,861 | 272,951 | 347,951 | 14,211 | 6 mos. 1 day | 85,000 | 7,438 | 10,174 | 17,612 | 40 45 | 31 38 |
| Rhode Island | 1869 | 1,306 | 138,196,489 | 217,356 | (‡) | 56,934 | 29,477 | 23,857 | 27,457 | 5,620 | 33,077 | 650 | 8 months | ..... | 173 | 500 | 673 | ..... | ..... |
| South Carolina | 1870 | 24,500 | ..... | 720,000 | 5–18 | 168,819 | 15,918 | ..... | 152,901 | ..... | ..... | 381 | ..... | ..... | 255 | 273 | 528 | ..... | ..... |
| Tennessee | 1869 | 45,600 | ..... | 1,258,326 | 6–20 | 410,000 | 185,845 | ..... | 224,155 | ..... | ..... | ..... | 1 month | ..... | ..... | ..... | ..... | ..... | ..... |
| Texas | 1870 | 237,321 | 300,000,000 | 850,000 | 6–18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont | 1869 | 9,056 | ..... | 330,585 | 4–18 | 76,759 | 74,140 | 55,744 | 2,619 | 18,396 | 21,015 | 2,197 | ..... | ..... | ..... | ..... | 4,296 | ..... | ..... |
| Virginia | ..... | 41,352 | ..... | 1,209,607 | 5–21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| West Virginia | 1869 | 20,000 | ..... | 447,943 | 6–21 | ..... | 50,028 | 36,684 | ..... | 23,344 | ..... | 2,308 | ..... | ..... | 1,080 | 603 | 2,283 | 34 00 | 30 50 |
| Wisconsin | 1869 | 53,924 | ..... | 1,052,206 | 4–20 | 398,747 | 264,033 | ..... | 134,714 | ..... | 100,000 | 4,735 | 151 days | 15,380 | ..... | ..... | 8,795 | 43 63 | 28 34 |

* Actual or approximate, November 28, 1870.
† Estimated.
‡ No person excluded from school—truant age, 6 to 16; school money distributed on basis of the enumeration under 15 years.
§ Coin.
‖ Average salary of all teachers, $63 36.
¶ Teachers pay their own board, which averages $12 per month.

## TABLE II.—*School finances.*

| States. | INCOME. | | | | | | EXPENDITURE. | | | | | | | Amount of permanent school fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Current expenses. | | | Incidental expenses. | | | | |
| | From taxation. | Interest on permanent fund. | Revenue from other funds. | Proceeds of sales of lands. | From oth'r sources. | Total. | Teachers' wages. | Fuel, &c. | Total. | Sites, buildings, and repairs. | Libraries and apparatus. | For other objects. | Total. | |
| Alabama | ..... | ..... | ..... | ..... | ..... | $524,621 68 | ..... | ..... | ..... | ..... | ..... | ..... | $502,156 19 | ..... |
| Arkansas | $577,919 44 | ..... | ..... | $60,000 00 | $10,000 00 | 647,919 44 | $500,500 00 | $10,000 00 | $510,500 00 | $66,419 44 | $600 00 | ..... | 670,944 00 | *a* $2,000,000 00 |
| California | 1,236,894 94 | ..... | ..... | ..... | 111,372 72 | 1,348,267 66 | 673,814 07 | 179,407 11 | 1,053,221 18 | 205,766 95 | 25,331 59 | ..... | 1,290,585 52 | ..... |
| Connecticut | 906,738 87 | $168,965 94 | $12,300 34 | ..... | 193,547 68 | 1,281,552 83 | 705,139 25 | 79,590 60 | 784,729 85 | 369,187 53 | 5,226 64 | $131,782 99 | 1,290,927 01 | *b* 2,809,770 70 |
| Delaware | 81,696 00 | 32,030 31 | ..... | ..... | ..... | 113,726 31 | ..... | ..... | ..... | 31,250 13 | ..... | ..... | 113,726 31 | ..... |
| Florida | 50,000 00 | ..... | ..... | 5,561 44 | ..... | 58,145 13 | ..... | ..... | ..... | ..... | ..... | ..... | 38,289 01 | 216,335 80 |
| Georgia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Illinois | 5,150,679 00 | 486,997 00 | ..... | 20,849 00 | 1,238,354 00 | 6,896,879 00 | 3,532,643 00 | 550,004 00 | 4,082,647 00 | 1,599,114 00 | 41,921 00 | 707,199 00 | 6,430,881 00 | 6,348,538 32 |
| Indiana | 1,278,458 02 | 468,200 35 | ..... | 8,553 90 | 141,275 47 | 1,916,487 74 | 1,262,684 54 | ..... | ..... | ..... | ..... | ..... | 1,474,000 00 | 8,420,454 90 |
| Iowa | 2,670,975 59 | 406,007 14 | ..... | ..... | 35,987 21 | 3,112,969 94 | 1,438,964 04 | 150,648 56 | 1,689,612 60 | 1,206,353 09 | 22,518 08 | ..... | 2,918,483 77 | 4,274,581 93 |
| Kansas | 428,983 98 | 117,153 65 | 19,259 93 | ..... | ..... | 565,397 56 | 292,719 94 | 79,345 74 | 372,065 68 | 218,829 25 | 5,816 35 | ..... | 596,711 28 | 750,000 00 |
| Kentucky | ..... | ..... | ..... | ..... | ..... | 308,725 79 | ..... | ..... | ..... | ..... | ..... | ..... | 276,554 86 | 1,400,270 01 |
| Louisiana | *c* 460,000 00 | ..... | 40,000 00 | *d* 71,610 00 | 104,950 00 | 1,026,560 00 | ..... | ..... | 659,293 65 | 31,950 00 | ..... | 33,000 00 | 724,243 65 | ..... |
| Maine | 740,221 00 | 17,043 51 | 27,809 00 | ..... | ..... | 785,073 51 | 385,629 76 | *e* 121,631 00 | 507,260 76 | 180,520 00 | ..... | *f* 277,831 00 | 1,091,258 00 | 289,991 58 |
| Maryland | 1,010,166 41 | 62,489 10 | ..... | ..... | 144,997 46 | 1,217,652 97 | 819,592 20 | ..... | 819,592 20 | 240,530 40 | ..... | 157,530 37 | 1,217,652 97 | ..... |
| Massachu'tts | 3,125,053 09 | 158,161 17 | 5,312 47 | ..... | 18,997 90 | 3,307,524 63 | ..... | ..... | 2,923,708 70 | 1,768,719 38 | ..... | 81,631 36 | 4,419,200 62 | 2,210,864 09 |
| Michigan | 1,751,955 08 | 165,960 51 | ..... | ..... | 841,181 35 | 2,759,096 94 | 1,177,847 86 | *g* 100,000 00 | 1,277,847 86 | 776,074 00 | *g* 25,000 00 | 322,596 60 | 2,401,518 46 | 2,590,214 91 |
| Minnesota | 456,409 71 | 176,806 35 | ..... | ..... | 126,046 90 | 759,262 96 | 360,697 50 | ..... | ..... | 242,039 03 | ..... | 91,569 16 | 823,571 82 | 2,471,199 31 |
| Mississippi | ..... | ..... | ..... | ..... | ..... | ..... | 56,008 58 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | ..... | ..... | ..... | ..... | ..... | 1,803,403 00 | 864,672 00 | ..... | ..... | 279,661 52 | *h* 58,075 43 | ..... | 1,548,257 00 | 2,525,252 52 |
| Nebraska | 81,780 54 | 79,586 31 | ..... | 235,602 00 | ..... | 199,692 60 | 56,068 58 | ..... | 56,008 58 | 62,668 68 | ..... | 16,814 75 | 86,483 43 | ..... |
| Nevada | 60,299 21 | 14,233 13 | ..... | 6,676 00 | 16,438 48 | 97,646 82 | 48,324 55 | 7,243 67 | 55,568 22 | 16,774 42 | 87 47 | ..... | 72,430 11 | 29,263 80 |
| N. Hampshire | 287,806 67 | ..... | 15,707 70 | ..... | 19,664 88 | 323,179 25 | ..... | ..... | ..... | 66,014 83 | ..... | ..... | ..... | 336,745 45 |
| New Jersey | 1,514,129 13 | 35,000 00 | 28,722 88 | ..... | 71,866 02 | 1,649,718 03 | 933,285 52 | 71,130 00 | 1,004,415 52 | 476,606 83 | ..... | 168,695 68 | 1,649,718 03 | 556,483 50 |
| New York | 9,122,253 86 | 170,000 00 | 165,000 00 | 30,478 12 | 546,232 49 | 10,033,964 47 | 6,156,550 59 | 1,046,034 84 | 7,202,585 43 | 2,455,453 01 | 228,381 33 | 116,544 16 | 10,002,963 93 | 2,880,017 01 |
| N. Carolina | 297,431 80 | ..... | ..... | ..... | ..... | 165,290 50 | ..... | ..... | ..... | ..... | ..... | ..... | 165,290 50 | 968,242 43 |
| Ohio | *i* 7,535,569 82 | 227,747 47 | ..... | ..... | 730,032 60 | 8,493,349 89 | 3,671,904 75 | 918,183 23 | 4,590,087 98 | 2,024,728 61 | ..... | ..... | 6,614,816 59 | *j* 1,878,533 30 |
| Oregon | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | ..... | ..... | ..... | ..... | ..... | 7,676,286 20 | 3,745,415 81 | 1,165,226 05 | 4,910,641 86 | 2,765,644 34 | ..... | ..... | 7,676,286 20 | ..... |
| Rhode Island | 214,743 88 | ..... | ..... | ..... | 73,878 57 | 302,806 85 | ..... | ..... | 267,176 46 | 85,845 22 | ..... | ..... | 353,021 68 | 412,685 00 |
| So. Carolina | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Tennessee | ..... | ..... | ..... | ..... | ..... | *k* 753,795 74 | ..... | ..... | ..... | ..... | ..... | ..... | *k* 753,795 74 | ..... |
| Texas | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont | ..... | ..... | ..... | ..... | ..... | 498,064 87 | 348,563 88 | 51,442 39 | 400,006 27 | 98,058 60 | ..... | ..... | 498,064 87 | ..... |
| Virginia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| West Virginia | ..... | ..... | ..... | ..... | ..... | 281,057 93 | ..... | ..... | ..... | 246,470 96 | ..... | ..... | 329,152 73 | 216,761 06 |
| Wisconsin | 1,636,875 15 | 189,371 89 | ..... | ..... | 219,777 09 | 2,382,326 52 | 1,193,985 44 | 37,440 78 | 1,231,426 22 | 456,503 77 | 11,410 81 | 288,135 42 | 1,987,436 22 | 2,237,414 37 |

*a* Consisting of outstanding claims, lands, &c. *b* Including town deposit fund of $763,661 83. *c* Poll tax. *d* Interest on lands. *e* Fuel, repairs, and insurance. *f* Teachers' board. *g* Estimated. *h* Furniture and apparatus. *i* Including balance in hand, $1,761,901 56. *j* Balance on hand Sept. 1, 1869. *k* For the two years that the free school law was in operation.

TABLE III.—*Statistics of colleges and collegiate institutions in the United States,*

[N. B.—In this table the abbreviations in the column of "Denominations" are as follows: R. C., copal; Cong., Congregational; Pres., Presbyterian; Chr., Christian; U. P., United Presbyterian; C. P., Will Baptist; Univ., Universalist; Unit., Unitarian; Mor., Moravian; N. Ch., New Church; G. R.,

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 1 | Spring Hill College | St. Joseph, Ala | 1835 | |
| 2 | University of Alabama | Tuscaloosa, Ala | 1831 | |
| 3 | Howard College | Marion, Ala | 1841 | S. R. Freeman, D. D |
| 4 | Emerson Institute | Mobile, Ala | | |
| 5 | St. John's College | Little Rock, Ark | 1857 | Col. O. C. Gray, A. M |
| 6 | University of California | Oakland, Cal | 1855 | John Dusant, M. D |
| 7 | Pacific Methodist College | Vacaville, Cal | 1851 | J. R. Thomas, D. D., LL. D |
| 8 | St. Ignatius College | San Francisco, Cal | 1855 | Rev. Z. Bayma |
| 9 | Santa Clara College | Santa Clara, Cal | 1851 | Rev. A. Varsi |
| 10 | University College | San Francisco, Cal | 1859 | Peter V. Veeder, D. D |
| 11 | University of the Pacific | Santa Clara, Cal | 1851 | T. H. Sinex, D. D |
| 12 | St. Mary's College | San Francisco, Cal | 1863 | Brother Justin |
| 13 | St. Vincent's College | Los Angeles, Cal | 1867 | Rev. James McGill |
| 14 | St. Augustine College | Benicia, Cal | 1868 | R't Rev. William I. Kip, D. D |
| 15 | San Rafael College | San Rafael, Cal | 1869 | Alfred Bates |
| 16 | Union College | San Francisco, Cal | 1862 | Dr. R. Townsend Huddert |
| 17 | Sonoma College | Sonoma, Cal | 1858 | Rev. W. N. Cunningham |
| 18 | Petaluma College | Petaluma, Cal | 1866 | Rev. Mark Bailey, A. M |
| 19 | Franciscan College | Santa Barbara, Cal | 1868 | Rev. J. J. O'Keefe, O. S. F |
| 20 | College of our Lady of Guadalupe. | ....do | .... | Brother Pascal Doran, O. S. F |
| 21 | Yale College | New Haven, Conn | 1701 | T. D. Woolsey, D. D., LL. D |
| 22 | Wesleyan University | Middletown, Conn | 1831 | J. Cummings, D. D., LL. D |
| 23 | Trinity College | Hartford, Conn | 1823 | A. Jackson, D. D., LL. D |
| 24 | St. Mary's College | Wilmington, Del | 1847 | |
| 25 | Delaware College | Newark, Del | .... | Hon. William H. Purnell |
| 26 | Mercer University | Penfield, Greene Co., Ga | 1838 | H. H. Tucker, D. D |
| 27 | Bowdon Collegiate Institution | Bowdon, Carroll Co., Ga | 1856 | John M. Richardson, B. S |
| 28 | Emory College | Oxford, Ga | 1837 | Luther M. Smith, D. D |
| 29 | University of Georgia | Athens, Ga | 1801 | A. A. Lipscomb, D. D |
| 30 | Oglethorpe University | Atlanta, Ga | 1835 | D. Wills, D. D |
| 31 | Wesleyan Female College | Macon, Ga | 1838 | J. M. Bonnell, D. D |
| 32 | Atlanta University | Atlanta, Ga | .... | Rev. E. A. Ware |
| 33 | Wheaton College | Wheaton, Ill | .... | Rev. J. Blanchard, A. M |
| 34 | Lombard University | Galesburg, Ill | 1852 | J. P. Weston, D. D |
| 35 | Knox College | ....do | 1838 | John P. Gulliver, D. D |
| 36 | Abingdon College | Abingdon, Ill | 1853 | J. W. Butler, A. M |
| 37 | Illinois Wesleyan University | Bloomington, Ill | 1852 | O. S. Munsell, D. D |
| 38 | Eureka College | Eureka, Ill | 1852 | N. W. Everest, A. M |
| 39 | Illinois Female College | Jacksonville, Ill | 1850 | W. H. DeMotte, A. M |
| 40 | Illinois Soldiers' College | Fulton, Ill | 1867 | L. H. Potter |
| 41 | Northwestern University | Evanston, Ill | 1855 | Erastus O. Haven, D. D., LL. D |
| 42 | Monmouth College | Monmouth, Ill | 1856 | David A. Wallace, D. D |
| 43 | Illinois College | Jacksonville, Ill | 1830 | J. M. Sturtevant, D. D |
| 44 | Shurtleff College | Upper Alton, Ill | 1832 | J. Bulkley, D. D |
| 45 | Northwestern Female College | Evanston, Ill | 1855 | Rev. W. P. Jones, A. M |
| 46 | McKendree College | Lebanon, Ill | 1828 | Robert Allyn, D. D |
| 47 | Jubilee College | Robin's Nest, Ill | 1847 | Rt. Rev. H. J. Whitehouse, D. D |
| 48 | Lincoln University | Lincoln, Ill | 1865 | Azel Freeman, D. D |
| 49 | Almira College | Greenville, Ill | 1857 | John B. White, A. M |
| 50 | Chicago University | Chicago, Ill | 1859 | J. C. Burroughs, D. D |
| 51 | Illinois Industrial University | Urbana, Ill | 1868 | John M. Gregory, LL. D |
| 52 | Quincy College | Quincy, Ill | 1854 | George W. Gray, A. M |
| 53 | Marshall College | Henry, Ill | 1855 | |
| 54 | Augustana College | Genesee, Ill | 1860 | Rev. T. O. Hasselquist |
| 55 | Westfield College | Westfield, Ill | 1861 | |
| 56 | Mendota College | Mendota, Ill | .... | Rev. J. W. Corbet, A. M |
| 57 | St. Ignatius College | Chicago, Ill | 1870 | Rev. J. Verdin, S. J |
| 58 | St. Viatur's College | Bourbonnais Grove, Ill | 1866 | Very Rev. P. Baudoin |
| 59 | St. Aloysius College | E. St. Louis, Ill | 1868 | F. H. Zabel, D. D., D. C. L |
| 60 | Northwestern College | Naperville, Ill | 1865 | Rev. A. A. Smith, A. M |
| 61 | Stockwell Collegiate Institute | Stockwell, Ind | 1861 | John P. Rous, A. M |
| 62 | Indiana University | Bloomington, Ind | 1828 | Cyrus Nutt, D. D |
| 63 | Indiana Asbury University | Greencastle, Ind | 1837 | Thomas Bowman, D. D |

*compiled from the most recent reports sent to the United States Bureau of Education*

Roman Catholic; Bapt., Baptist; Mas., Masonic; M. E., Methodist Episcopal; P. E., Protestant Episcopal; Cumberland Presbyterian; Luth., Lutheran; Fr., Friends; U. B., United Brethren; F. W. B., Free German Reformed, Ref., Reformed (Dutch); L. D. S., Latter Day Saints; A. M. E., African Meth. Epis.)

| Number | Denomination | Sex of students. | | | Number of instructors. | Students. | | | | | | | | | Cost of— | | Number of volumes in library. | Time of commencement |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Preparatory department. | Freshmen. | Sophomores. | Juniors. | Seniors. | Not of this department. | Total. | | | Tuition per term. | Board per month. | | |
| | | Male. | Female. | Both. | | | | | | | | Males. | Females. | Total. | | | | |
| 1 | R. C | | | | 21 | | | | | | | | | 242 | a$225 | - | 8,000 | October 22. |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | Bapt | M | | | 5 | 148 | 20 | 6 | 2 | 4 | 4 | 184 | | 184 | 30–35 | $10 | 2,500 | Last Thursday in June. |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | Mas | M | | | 5 | | | | | | | 80 | | 80 | 50 | 20 | | Last Thursday in June. |
| 6 | State | M | | | 6 | | | | | | | 30 | | 30 | 85 | | 2,000 | 1st Wednesday in June. |
| 7 | M E | | | B | 6 | 164 | 23 | 6 | 8 | 6 | | 119 | 88 | 207 | 15–40 | 20 | | May 1st |
| 8 | R C | M | - | | 16 | | | | | | | 569 | | 569 | 30–50–80 | | 5,000 | Beginning of June. |
| 9 | do | M | | | 19 | | | | | | | 218 | | 218 | a350 | | 10,000 | Do. |
| 10 | | M | - | | 5 | 57 | | | | | | 108 | | 108 | - | - | | |
| 11 | M E | | | B | 8 | 50 | 2 | 3 | 3 | 1 | 14 | 72 | 72 | 144 | 50–80 | 20 | 2,000 | 1st Thursday in June. |
| 12 | R C | | | | 17 | | | | | | | 200 | | 200 | | | | |
| 13 | do | M | | | 5 | | | | | | | | | 39 | - | - | | |
| 14 | P E | M | | | 19 | 80 | | | | 6 | | | | 86 | | | | |
| 15 | | M | | | 6 | | | | | | | | | | - | | | |
| 16 | | M | | | 10 | | | | | | | 90 | | 90 | - | | | |
| 17 | | | | B | | | | | | | | | | 30 | - | | | |
| 18 | Bapt | | | | | | | | | | | | | | | | | |
| 19 | R C | M | | | 5 | | | | | | | 90 | | 90 | | | 1,500 | August 16. |
| 20 | do | M | | | 5 | | | | | | | 80 | | 80 | | | 500 | August 16. |
| | | | | | | | | | | | | | | | | | | [July. |
| 21 | Cong | M | | | 68 | | 143 | 132 | 140 | 104 | 125 | 644 | | 644 | a90 | | 90,000 | Last Thursday but two in |
| 22 | M E | M | | | 10 | | 51 | 33 | 31 | 38 | | 153 | | 153 | 33 | 20 | 18,000 | 3d Thursday in July |
| 23 | P E | M | | | 15 | | 23 | 23 | 21 | 21 | | 92 | | 92 | 50 | 20 | 3,000 | 2d Thursday in July. |
| 24 | R C | | | | | | | | | | | | | | - | | | |
| 25 | Pres | | | | | | | | | | | | | | | | | |
| 26 | Bapt | M | | | 5 | | 14 | 24 | 21 | 23 | | 82 | | 82 | 80 | 23 | 5,000 | 2d Wednesday in July |
| 27 | | M | | | 5 | | | | | | | 81 | | 81 | 30 | 6–15 | 600 | 1st Wednesday in July. |
| 28 | M E | M | | | 9 | 44 | 33 | 44 | 30 | 47 | 16 | 200 | | 200 | a250 | (b) | 7,000 | Wed after 3d Mon in July |
| 29 | State | M | | | 10 | | | | | | | 76 | | 76 | 60 | | 7,500 | 2d Wednesday in July |
| 30 | Pres | M | | | 14 | | | | | | | 150 | | 150 | 60 | | | 1st Wednesday in Aug |
| 31 | M E | | F | | 10 | 40 | 31 | 60 | 47 | 15 | | | 207 | 207 | 90 | 25 | 9,000 | 2d Wednesday in July. |
| 32 | | | | | | | | | | | | | | | | | | |
| 33 | Cong | | | B | 13 | 174 | 17 | 16 | 8 | 7 | | 127 | 95 | 222 | 30 | 15 | 1,000 | June 29. |
| 34 | Univ | | | B | 6 | 99 | 20 | 6 | 17 | 13 | | 123 | 63 | 186 | 15–33 | - | 5,000 | 3d Wednesday in June. |
| 35 | Cong | | | B | 15 | 178 | 31 | 27 | 25 | 16 | 34 | 311 | 145 | 306 | 30 | | 6,200 | June 22. |
| 36 | Chr | | | B | 9 | 50 | 18 | 20 | 20 | 6 | 60 | 134 | 70 | 194 | 30–39 | 10 | 400 | 1st Thursday in June. |
| 37 | M E | M | | | 6 | 106 | 14 | 14 | 7 | 9 | | 62 | | 162 | 25–32 | | 1,500 | 3d Thursday in June. |
| 38 | Chr | - | | B | 9 | 172 | | | | 18 | 10 | 147 | 53 | 300 | 24–30 | | 1,500 | |
| 39 | M B | | F | | 10 | 15 | 48 | 16 | 13 | 5 | | | 97 | 97 | 18 | 20 | ... | 2d week in June |
| 40 | State | M | | | 5 | 91 | | | | | | 96 | 187 | 187 | a200 | | 800 | 4th Wednesday in June. |
| 41 | M E | | | B | 30 | 182 | 40 | 27 | 13 | 11 | 42 | 314 | 13 | 327 | 2–10 | 18 | 25,000 | Last week in June |
| 42 | U P | | | B | 24 | 147 | 24 | 25 | 21 | 22 | 70 | | | 333 | 24–30 | - | 1,500 | Last Thursday in June |
| 43 | | M | | | 20 | 86 | 17 | 4 | 9 | 10 | | 230 | | 236 | 40 | - | 8,500 | 1st Thursday in June. |
| 44 | Bapt | M | | | 11 | 63 | 15 | 7 | 9 | 3 | 12 | 110 | | 119 | 36 | | 4,500 | 2d Thursday in June. |
| 45 | M E | | F | | 12 | | | | | | | | 150 | 150 | 49 | | 1,000 | Last Thursday in June. |
| 46 | do | M | - | | 6 | | | | | | | 267 | | 267 | 24 | .. | 6,250 | 2d Thursday in June |
| 47 | P E | M | - | | 5 | | | | | | | 42 | | 42 | 30 | | 3,000 | Last Wednesday in June. |
| 48 | C P | | | B | 7 | | | | | | | | | 256 | | | | |
| 49 | Bapt | | F | | 3 | 33 | 13 | 15 | 14 | 8 | | | 103 | 103 | a108 | | 453 | |
| 50 | do | M | | | 12 | | | | | | | 264 | | 264 | a250 | | 4,000 | |
| 51 | State | | | | 13 | | | | | | | | | | a163–193 | | | |
| 52 | M E | | | B | 10 | 14 | 33 | 15 | 3 | 3 | 120 | 107 | 91 | 258 | 24–45 | | 1,000 | June 14. |
| 53 | | M | | | 8 | | | | | | | 128 | | 125 | a133 | | .... | |
| 54 | Luth | M | | | 5 | | | | | | | 40 | | 40 | - | | 7,000 | |
| 55 | | M | | | 5 | | | | | | | 143 | | 143 | a175 | - | 100 | |
| 56 | Luth | M | - | | | | | | | | | | | | .. | | .. | |
| 57 | R C | M | | | | | | | | | | | | | a60 | | | 1st Monday in September. |
| 58 | do | M | | | 9 | | | | | | | | | | a300 | | 500 | September 1. |
| 59 | do | M | - | | 4 | | | | | | | 50 | | 50 | a40 | - | 350 | 1st Monday in [illegible] |
| 60 | | | | B | 7 | - | | | | | | 148 | 65 | 213 | 18 | .. | 600 | Last Wed |
| 61 | M E | | | B | 7 | | | | .. | | | | | 150 | 25 | | | 3d Thurs |
| 62 | State | .. | | B | 15 | 35 | 104 | 75 | 65 | 50 | | | | 319 | Free | 15 | 5,000 | June 29. |
| 63 | M E | .. | | B | 8 | 30 | 154 | 44 | 35 | 22 | | - | - | 344 | 30 | | 7,500 | Last Thu |

a Per annum. b $15 to $20.

TABLE III.—*Statistics of colleges and collegiate*

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 64 | University of Notre Dame | Notre Dame, Ind | 1844 | Very Rev. W. Corby, S. S. C |
| 65 | Moore's Hill College | Moore's Hill, Ind | 1853 | Rev. Thomas Harrison, A. M |
| 66 | Northwestern Christian Uni'y | Indianapolis, Ind | 1855 | W. F. Black, A. M |
| 67 | Wabash College | Crawfordsville, Ind | 1834 | Joseph F. Tuttle, D. D |
| 68 | Union Christian College | Merom, Ind | 1859 | Thomas Holmes, D. D |
| 69 | Earlham College | Richmond, Ind | 1860 | Joseph Moore, A. M., B. S |
| 70 | Brookville College | Brookville, Ind | 1851 | Rev. J. P. D. John, A. M |
| 71 | Franklin College | Franklin, Ind | 1843 | H. Lincoln Wayland, D. D |
| 72 | Hartsville University | Hartsville, Ind | 1850 | Rev. J. W. Scribner, A. M |
| 73 | Hanover College | Hanover, Ind | 1833 | George C. Heckman, D. D |
| 74 | Concordia College | Fort Wayne, Ind | .... | W. Shiler, Ph. D |
| 75 | St. Meinrad College | St. Meinrad, Ind | 1860 | Rev. I. Hobie, O. S. B |
| 76 | De Pauw College | | | |
| 77 | Rockport Collegiate Institute | Rockport, Ind | | |
| 78 | Fort Wayne College | Fort Wayne, Ind | 1846 | |
| 79 | Simpson Centenary College | Indianola, Iowa | 1867 | A. Burns, D. D |
| 80 | Iowa State University | Iowa City, Iowa | 1860 | |
| 81 | Norwegian Luther College | Decorah, Iowa | 1861 | Rev. Lars. Larsen |
| 82 | Central University of Iowa | Pella, Marion Co., Iowa | 1856 | E. H. Scarff |
| 83 | Cornell College | Mount Vernon, Iowa | 1857 | W. F. King, D. D |
| 84 | Iowa Wesleyan University | Mount Pleasant, Iowa | 1855 | John Wheeler, D. D |
| 85 | Burlington University | Burlington, Iowa | 1854 | James Henderson |
| 86 | Griswold College | Davenport, Iowa | 1859 | Rev. Edward Lounsbery, A. M |
| 87 | Whittier College | Salem, Iowa | 1867 | John H. Pickering |
| 88 | Iowa College | Grinnell, Iowa | .... | G. F. Magoun, D. D |
| 89 | Upper Iowa University | Fayette, Iowa | 1858 | William Brush, A. M |
| 90 | Fairfield College | Fairfield, Iowa | .... | Rev. A. Axline |
| 91 | Tabor College | Tabor, Iowa | .... | Rev. William M. Brooks |
| 92 | Washburn College | Topeka, Kans | 1865 | Rev. H. Q. Butterfield, A. M |
| 93 | Baker University | Baldwin City, Kans | 1858 | Rev. John A. Simpson, A. M |
| 94 | Hartford Collegiate Institute | Hartford, Lyon Co., Kans | 1860 | A. D. Chambers, A. M |
| 95 | Westmore Institute | Irving, Marshall Co., Kans | 1863 | Charles E. Tibbetts |
| 96 | State University | Lawrence, Kans | 1864 | John Fraser |
| 97 | Highland University | Highland, Kans | 1858 | Rev. John McAfee, A. M |
| 98 | St. Benedict's College | Atchison, Kans | 1859 | Rev. Louis M. Fink |
| 99 | Kentucky Military Institute | Near Frankfort, Ky | 1846 | Colonel R. T. P. Allen |
| 100 | Kentucky University | Lexington, Ky | 1859 | John B. Bowman, A. M |
| 101 | Bethel College | Russellville, Ky | 1854 | Noah K. Davis |
| 102 | Berea College | Berea, Ky | 1858 | Rev. E. H. Fairchild |
| 103 | The Daughters' College | Greenville Springs, Ky | 1856 | John A. Williams, A. M |
| 104 | Georgetown College | Georgetown, Ky | 1838 | N. M. Crawford, D. D |
| 105 | Center College | Danville, Ky | 1823 | Ormond Beatty, LL. D |
| 106 | Kentucky College | Harrodsburg, Ky | 1858 | |
| 107 | Cecil College | Elizabethtown, Ky | .... | H. A Cecil |
| 108 | St. Charles College | Grand Coteau, La | 1852 | Rev. L. Curioz |
| 109 | Centenary College | Jackson, La | 1845 | W. H. Watkins, D. D |
| 110 | Franklin Collegiate Institute | Washington Parish, La | 1858 | Prof. W. H. Dixon |
| 111 | College of the Immaculate Conception. | New Orleans, La | 1848 | Rev. J. Gautrelet |
| 112 | Louisiana State University | Baton Rouge, La | 1860 | Col. D. F. Boyd |
| 113 | Mount Lebanon University | Mount Lebanon, La | 1853 | S. C. McCormicle |
| 114 | Leland University | New Orleans, La | .... | E. E. S. Taylor, D. D |
| 115 | Maine Wesleyan Seminary and Female College. | Kent's Hill, Readfield, Me | 1823 | Henry P. Torsey, LL. D |
| 116 | Bowdoin College | Brunswick, Me | 1802 | Samuel Harris, D. D |
| 117 | Colby University | Waterville, Me | 1820 | James T. Champlin, D. D |
| 118 | Bates College | Lewiston, Me | 1863 | Orren B. Cheney |
| 119 | St. John's College | Annapolis, Md | 1793 | James C. Welling, LL. D |
| 120 | Washington College | Chestertown, Md | 1783 | R. C. Berkeley, M. A |
| 121 | Loyola College | Baltimore, Md | 1852 | Rev. Edward Henchy, S. J |
| 122 | St. Charles College | Ellicott City, Md | 1848 | S. Ferté, D. D |
| 123 | Baltimore Female College | Baltimore, Md | 1849 | N. C. Brooks, LL. D |
| 124 | Mount St. Mary's College | Near Emmetsburg, Md | 1850 | John McCaffrey, D. D |
| 125 | Borromeo College | Pikesville, Md | 1860 | Rev. E. Q. S. Waldron |
| 126 | Calvert College | New Windsor, Md | 1850 | A. H. Baker |
| 127 | Rock Hill College | Ellicott City, Md | 1857 | Brother Bettelin |
| 128 | Mount St. Clement's College | Ilchester, Md | 1868 | Rev. F. Vande Bruak, C. S., S. R |
| 129 | Williams College | Williamstown, Mass | 1793 | Mark Hopkins, D. D., LL. D |

a Per annum.

*institutions in the United States, &c.*—Continued.

| Number | Denomination. | Sex of students: Male. | Sex of students: Female. | Sex of students: Both. | Number of instructors. | Students: Preparatory department. | Students: Freshmen. | Students: Sophomores. | Students: Juniors. | Students: Seniors. | Students: Scientific department. | Students: Total. Males. | Students: Total. Females. | Students: Total. Total. | Cost of—: Tuition per term. | Cost of—: Board per month. | Number of volumes in library. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 64 | R. C | M | | | 30 | | | | | | | 200 | | 200 | a300 | | 7,000 | Last Wednesday in June. |
| 65 | M. E | | | B | 9 | | | | | | | | | 365 | $42 | $16 | | June 23. |
| 66 | Chr | | | B | 12 | 162 | 25 | 18 | 15 | 12 | | 128 | 60 | 280 | 14 | 2 | 3,000 | June 24. |
| 67 | Pres | M | | | 9 | 91 | 46 | 13 | 17 | 8 | 32 | 209 | | 209 | 30 | | 10,000 | 4th Wednesday in June. |
| 68 | Chr | | | B | 5 | | | | | | | | | 139 | 6–8 | 14 | 3 0 | 2d Wednesday in June. |
| 69 | Fr | | | B | 10 | 109 | 20 | 21 | 5 | 6 | | | | 164 | (b) | | 3,000 | 4th week in June. |
| 70 | M. E | | | B | 6 | | | | | | | | | 150 | 28–40 | 16 | 2,000 | 3d week in June. |
| 71 | Bapt | | | B | 8 | | | | | | | | | 200 | 22 | | 1,000 | 1st week in June. |
| 72 | U. B | | | B | 7 | 10 | 2 | | 2 | | 201 | | | 215 | 12 | | | 2d Tuesday in June. |
| 73 | Pres | M | | | 5 | | | | | | | 75 | | 75 | 30 | | 4,000 | 3d week in June. |
| 74 | Luth | M | | | | | | | | | | | | | | | | |
| 75 | R. C | M | | | 5 | | | | | | | 40 | | 40 | a150 | | 4,000 | 1st Tuesday in Sept. |
| 76 | M. E | | F | | 9 | | | | | | | | 137 | 137 | | | | |
| 77 | do | | | | 4 | | | | | | | | | 98 | | | | |
| 78 | | | | | 10 | | | | | | | | | 250 | | | | |
| 79 | M. E | | | B | 11 | 140 | 10 | 8 | 2 | 6 | 24 | | | 190 | 8–10 | 14 | | 2d Wednesday in June. |
| 80 | State | | | B | 18 | 40 | 62 | 36 | 20 | 20 | | 169 | 116 | 287 | 5 | | 3,000 | Last Wednesday in June |
| 81 | Luth | M | | | 6 | | | | | | | 127 | | 127 | Free | 7 | 1,000 | September 1 |
| 82 | Bapt | | | | 6 | | | | | | | | | 100 | 18–30 | | 1,000 | 4th Wednesday in June. |
| 83 | M. E | | | B | 9 | 261 | 45 | 19 | 15 | 12 | | | | 352 | 25 | | 3,000 | 3d Thursday in June. |
| 84 | do | | | | 8 | | | | | | | | | 292 | 39 | | 500 | 3d Wednesday in June. |
| 85 | Bapt | | | | 6 | | | | | | | | | 113 | 30 | | 2,000 | Last Wednesday in June |
| 86 | P. E | M | | | 9 | 101 | 21 | | | | | 122 | | 122 | 94–40 | | 5,000 | 3d Wednesday in June. |
| 87 | Fr | | | | 5 | | | | | | | | | | 22 | | 400 | 2d Wednesday in June. |
| 88 | Cong | | | B | 10 | 167 | 20 | 6 | 11 | 3 | 3 | 170 | 95 | 265 | 22 | | 6,000 | 2d Wednesday in July. |
| 89 | M. E | | | | 7 | | | | | | | | | 47 | | | 500 | |
| 90 | Luth | M | | | | | | | | | | | | | | | | |
| 91 | Cong | | | B | | | | | | | | | | | | | | |
| 92 | do | | | B | 6 | 52 | 2 | 1 | 1 | 1 | | | | 57 | 18 | | 2,800 | 4th Wednesday in June. |
| 93 | M. E | | | B | 6 | 108 | 12 | 6 | | | 12 | | | 138 | a250 | | 3,000 | June 22. |
| 94 | do | | | B | 2 | 33 | | | | 45 | | 35 | 43 | 78 | | | | |
| 95 | Pres | | | B | 3 | 65 | | | | | | 32 | 33 | 65 | | | | |
| 96 | State | | | B | 7 | 128 | | | | | 12 | | | 140 | Free | | | |
| 97 | Pres | | | | | | | | | | | | | | | | | |
| 98 | R. C | M | | | | | | | | | | 50 | | 50 | a200 | | 12,000 | |
| 99 | State | M | | | 9 | 27 | 41 | 22 | 12 | 23 | | 125 | | 125 | (c) | | 3,000 | September 1. |
| 100 | do | | | B | 18 | | | | | | | | | 767 | 20 | | 3,000 | Last Friday in June. |
| 101 | Bapt | M | | | 6 | 27 | | | | 52 | | 79 | | 79 | 60 | | 2,000 | 2d Thursday in June. |
| 102 | | | | B | 13 | | | | | | | 205 | 102 | 307 | a120 | | | June 29. |
| 103 | | | F | | 8 | | | | | | | | 200 | 200 | a250 | | 3,000 | Last week in June. |
| 104 | Bapt | M | | | 7 | 57 | 15 | 12 | 6 | 6 | 52 | 148 | | 148 | 45 | | 9,000 | 2d Thursday in June. |
| 105 | Pres | M | | | | | | | | | | | | | | | | |
| 106 | Chr | | | | | | | | | | | | | | | | | |
| 107 | R. C | M | | | 10 | | | | | | | 130 | | 130 | a200 | | | 1st Monday in Sept. |
| 108 | do | M | | | 15 | | | | | | | 111 | | 111 | | | | August 21 |
| 109 | M. E. | | | | 4 | | | | | | | | | 49 | 75 | | 2,000 | 2d Thursday in July. |
| 110 | | | | | 3 | | | | | | | | | 65 | a200 | | | 1st Monday in July. |
| 111 | R. C | M | | | 10 | | | | | | | 200 | | 200 | a80–100 | | 6,000 | Last week in July. |
| 112 | State | M | | | 18 | | | | | | | 179 | 170 | 179 | a90 | | 8,000 | Last Wednesday in June |
| 113 | Bapt | M | | | | | | | | | | | | | | | | |
| 114 | do | | | | | | | | | | | | | | | | | |
| 115 | M. E | | | B | 8 | 175 | 15 | 17 | 12 | 13 | 8 | 300 | 240 | 540 | 25 | | 2,000 | 2d Wednesday in June. |
| 116 | Cong | M | | | 14 | | 46 | 30 | 21 | 30 | 10 | 137 | | 137 | 39 | | 32,600 | 2d Wednesday in July. |
| 117 | Bapt | M | | | 6 | | 17 | 13 | 15 | 7 | | 52 | | 52 | 41 | | 6,000 | 1st Wednesday in August |
| 118 | F. W. B. | | | B | 12 | | 26 | 38 | 16 | 6 | | 102 | 1 | 103 | 12 | 12 | 6,850 | Last Wednesday in June |
| 119 | State | M | | | 12 | 94 | 35 | 29 | 16 | 7 | | 181 | | 181 | a250 | | 4,600 | Last Wednesday in June |
| 120 | | M | | | 4 | | | | | | | 43 | | 43 | 30–40 | | | 2d Wednesday in June. |
| 121 | R. C | M | | | 14 | | | | | | | 141 | | 141 | 84 | | 25,000 | 1st week in July. |
| 122 | do | M | | | 12 | | | | | | | 160 | | 160 | a180 | | 5,000 | 1st week in July. |
| 123 | M. E | | F | | 12 | | | | | | | | 149 | 149 | 60 | | 3,350 | 3d Thursday in June |
| 124 | R. C | M | | | 35 | | | | | | | 124 | | 124 | a300 | | 5,000 | 1st Monday in Sept. |
| 125 | do | | | | | | | | | | | | | | | | | |
| 126 | do | M | | | 9 | | | | | | | 55 | | 55 | a240 | | 1,800 | 1st Monday in Sept. |
| 127 | do | M | | | 21 | | | | | | | 187 | | 187 | a260 | | 2,500 | Last Thursday in June. |
| 128 | do | M | | | 4 | | | | | | | 21 | | 21 | | | 6,000 | 1st Monday in Sept. |
| 129 | Cong. | M | | | 11 | | 35 | 45 | 44 | 37 | | 161 | | 161 | 45 | | 12,000 | June 30. |

*b* Board and tuition per annum from $200 to $240. *c* $150 per annum for board and tuition.

TABLE III.—*Statistics of colleges and collegiate*

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 130 | Boston College | Boston, Mass | 1863 | Rev. Robert Fulton, S. J |
| 131 | Tuft's College | Medford, Mass | 1855 | Alonzo A. Miner, D. D |
| 132 | College of the Holy Cross | Worcester, Mass | 1843 | Rev. A. F. Campi |
| 133 | Amherst College | Amherst, Mass | 1821 | William A. Stearns, D. D., LL. D. |
| 134 | Harvard College | Cambridge, Mass | 1638 | Charles W. Eliot, LL. D |
| 135 | Olivet College | Olivet, Mich | 1859 | N. J. Morrison, D. D |
| 136 | University of Michigan | Ann Arbor, Mich | 1841 | Henry S. Frieze, LL. D |
| 137 | Kalamazoo College | Kalamazoo, Mich | 1855 | Kendall Brooks, D. D |
| 138 | Michigan Female College | Lansing, Mich | 1859 | A. C. Rogers |
| 139 | Albion College | Albion, Mich | 1843 | W. B. Silber, Ph. D |
| 140 | Hillsdale College | Hillsdale, Mich | .... | |
| 141 | Adrian College | Adrian, Mich | 1859 | Asa Mahan, D. D |
| 142 | University of Minnesota | Saint Anthony, Minn | .... | William W. Folwell, A. M |
| 143 | Northfield College | Northfield, Minn | .... | Rev. J. W. Strong |
| 144 | Mississippi College | Clinton, Hinds Co., Miss | 1851 | Rev. Walter Hillman, A. M |
| 145 | University of Mississippi | Oxford, La Fayette Co., Miss | 1848 | J. N. Waddell, D. D |
| 146 | University of Missouri | Columbia, Mo | 1843 | Daniel Read, LL. D |
| 147 | St. Louis University | St. Louis, Mo | 1832 | Rev. F. H. Stuntebeck, S. J |
| 148 | Washington University | ....do | 1857 | Vacant |
| 149 | Military & Collegiate Institute | Lexington, Mo | 1866 | G. K. Smith |
| 150 | William Jewell College | Liberty, Clay County, Mo | 1848 | Rev. Thomas Rambaut, LL.D. |
| 151 | Lindenwood College | Near St. Charles, Mo | 1858 | French Strother |
| 152 | Westminster College | Fulton, Mo | 1853 | M. M. Fisher |
| 153 | Jefferson City College | Jefferson City, Mo | 1867 | Rev. W. H. D. Hatton |
| 154 | Lewis College | Glasgow, Mo | 1867 | Rev. J. S. Barwick, A. M |
| 155 | St. Vincent's College | Cape Girardeau, Mo | 1843 | Rev. J. Alizeri |
| 156 | Mount Pleasant College | Mount Pleasant, Mo | 1855 | |
| 157 | St. Joseph's College | St. Joseph, Mo | 1867 | Brother Agatho |
| 158 | College of the Christian Brothers | St. Louis, Mo | 1857 | Brother Edward |
| 159 | St. Charles College | St. Charles, Mo | 1850 | Rev. D. Leftwich |
| 160 | Dartmouth College | Hanover, N. H | 1769 | Asa D. Smith, D. D., LL. D |
| 161 | College of New Jersey | Princeton, N. J | 1746 | James McCosh, D. D., LL. D |
| 162 | Rutgers College | New Brunswick, N. J | 1770 | W. H. Campbell, D. D., LL. D. |
| 163 | Bordentown College | Bordentown, N. J | 1853 | Rev. John H. Brakeley, A. M |
| 164 | Glenwood Collegiate Institute | Matawan, N. J | 1855 | A. R. Dayton, M. D |
| 165 | Burlington College | Burlington, N. J | 1846 | Rt. Rev. W, H. Odenheimer, D.D. |
| 166 | Seaton Hall College | South Orange, N. J | 1856 | M. A. Corrigan, D. D |
| 167 | St. Lawrence University | Canton, N. Y | 1856 | R. Fisk, jr., D. D |
| 168 | Alfred University | Alfred, N. Y | 1836 | Rev. Jonathan Allen, A. M |
| 169 | Packer Collegiate Institute | Brooklyn, N. Y | 1846 | A. Crittenden, Ph. D |
| 170 | Vassar College | Poughkeepsie, N. Y | 1861 | John H. Raymond, LL. D |
| 171 | Hamilton College | Clinton, N. Y | 1812 | S. Gilman Brown, D. D., LL. D |
| 172 | College of St. Francis Xavier | New York City, N. Y | 1847 | Rev. H. Hudon |
| 173 | St. Joseph's College | Buffalo, N. Y | 1861 | Brother Frank |
| 174 | University of Rochester | Rochester, N. Y | 1850 | Rev. Martin B. Anderson, LL. D |
| 175 | Cornell University | Ithaca, N. Y | 1865 | Andrew D. White, LL. D |
| 176 | De Veaux College | Suspension Bridge, N. Y | 1857 | Rev. G. Herbert Patterson, A. M. |
| 177 | Union College | Schenectady, N. Y | 1795 | Chas. A. Aiken, Ph. D., D. D. |
| 178 | Genesee College | Lima, N. Y | 1849 | Daniel Steele, D. D |
| 179 | University of the City of New York. | New York City, N. Y | 1831 | Howard Crosby, D. D |
| 180 | Columbia College | ....do | 1754 | F. A. P. Barnard, D. D., LL. D |
| 181 | Hobart College | Geneva, N. Y | 1825 | James Rankine, D. D |
| 182 | Madison University | Hamilton, N. Y | 1819 | Ebenezer Dodge, D. D., LL. D |
| 183 | St. John's College | Fordham, N. Y | 1846 | Rev. Joseph Shea, S. J |
| 184 | Elmira Female College | Elmira, N. Y | 1855 | A. W. Cowles, D. D |
| 185 | Ingham University | Le Roy, N. Y | 1857 | S. D. Burchard, D. D |
| 186 | St. Stephen's College | Annandale, N. Y | 1860 | R. B. Fairbairn, D. D |
| 187 | Manhattan College | New York City, N. Y | 1863 | Brother Paulian |
| 188 | College of the City of New York | ....do | 1866 | Alex. S. Webb, LL. D |
| 189 | Rutger's Female College | ....do | 1838 | H. M. Pierce, LL. D |
| 190 | Collegiate and Polytechnic Institute. | Brooklyn, N. Y | 1854 | D. H. Cochran, Ph. D, LL. D |
| 191 | Martin Luther College | Buffalo, N. Y | 1853 | Rev. J. F. Winkler |
| 192 | St. Joseph's College | Rhinecliff, N. Y | .... | Rev. M. J. Scully |
| 193 | St. John Baptist's College | Brooklyn, N. Y | .... | Rev. J. T. Landry, C. M |

*...tions in the United States, &c.*—Continued.

| | Denomination | Sex of students. | | | Number of instructors | Students. | | | | | | Total. | | | Cost of— | | Number of volumes in libraries. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Both. | | Preparatory department. | Freshmen. | Sophomores. | Juniors. | Seniors. | Scientific department. | Males. | Females. | Total. | Tuition per term. | Board per month. | | |
| | Bapt | M | | | 6 | | | | | | | 116 | .. | 116 | | $35 | 8,000 | 2d Thursday in June. |
| | Pres | M | | | 6 | | 28 | 33 | 39 | 13 | 1 | 125 | | 125 | | 45 | 3,000 | June 30. |
| | State | M | | | 6 | 48 | 8 | 5 | 4 | | | 55 | | 55 | | 20 | 2–12 23,000 | 2d Thursday in June. |
| | M. E | M | | | 6 | 26 | 44 | 33 | 21 | 14 | 63 | 201 | | 201 | | 30 | 14 7,500 | 3d Thursday in June. |
| | .. | | | B | 2 | | | | | | | | .. | 48 | | 25 | 500 | 2d Monday in June. |
| | . . . | M | | | 4 | | | | | | | 63 | | 63 | | | 800 | May 26. |
| | . .. | | F | | 4 | | | | | | | | 50 | 50 | | a250 | 50 | July 16. |
| | ..... | | F | | 8 | | | | | | | | 99 | 99 | | 20–60 | 300 | |
| | Bapt | | F | | 7 | | | | | | | | 112 | 112 | .. | .. | ... | ... |
| | .do | | F | | 7 | | | | | | | | 80 | 80 | .... | | | |
| | Cong | M | | | 8 | 62 | 16 | 19 | 13 | 9 | | 109 | | 119 | | 30 | 22,500 | Wednesday before July 4. |
| | Pres | M | | | 6 | 47 | 22 | 23 | 21 | 12 | | 115 | | 115 | | 40 | 10,000 | June 29. |
| | Bapt | M | | | 8 | 109 | 29 | 18 | 7 | 12 | 11 | 175 | | 175 | | 25–34 | 12 10,500 | Last Thursday in June. |
| | P. E | M | | | 10 | 45 | 24 | 19 | 14 | 14 | | 165 | | 165 | | 14 | (*) 17,850 | Last Thursday in June. |
| | Luth | M | | | 6 | 80 | 25 | 22 | 18 | 11 | 1 | 183 | | 183 | | 30 | 6,000 | Last Thursday in June. |
| | M. E | | | B | 7 | 37 | 49 | 5 | 17 | 8 | | | 116 | 116 | | 8–10 | .. 3,000 | June 15. |
| | | | | B | 4 | 17 | 19 | 20 | 9 | 15 | | | | | | 40 | .. | June 16. |
| | R. C | M | | | 19 | 237 | 34 | 22 | 18 | 9 | | 32 | | 320 | | 60 | 16,000 | Last Wednesday in June. |
| | M. E | M | | | 9 | 75 | 88 | 63 | 47 | 30 | 105 | 417 | | 417 | | 30 | 12,986 | June 29. |
| | | | | B | 3 | | | | | | | | | 150 | ..... | | 1,300 | Last Thursday in June |
| | State | M | | | 9 | 61 | 16 | 15 | 20 | 20 | 14 | 152 | | 152 | .. .. | | 9,000 | Last Thursday in June. |
| | Pres | | F | | 10 | 29 | 37 | 41 | 31 | 10 | | | 156 | 156 | | a250 | 2,000 | 3d Wednesday in June. |
| | Cong | | | B | 22 | 700 | 33 | 31 | 38 | 25 | 345 | 610 | 454 | (†) | | 9 | 11,000 | 1st Wednesday in Aug. |
| | .. | | F | | 11 | 15 | 22 | 47 | 8 | 14 | | | 105 | 105 | | 125 | 2,000 | 1st Thursday in June. |
| | M E | | F | | 7 | 13 | 9 | 17 | 14 | 10 | | | 54 | 53 | | 2, 540 | 300 | Last Wednesday in June. |
| | Pres | | F | | 12 | 30 | 30 | 22 | 12 | 17 | | | 117 | 117 | | 40 | 2,000 | 3d Thursday in June. |
| | M. E | M | | | 6 | | | | | | | 130 | | 130 | | a300 | 5,000 | June 25. |
| | R. C | M | | | 10 | | | | | | | 86 | | 86 | | a150 | 10,000 | 4th Wednesday in June. |
| | U B | M | | | 5 | | | | | | | 175 | | 175 | | 24 | 4,000 | 1st Wednesday in June |
| | N Ch | M | | | 4 | | | | | | | 35 | | 35 | ..... | | 4,500 | 2d Wednesday in June. |
| | Unit | | | B | 12 | | | | | | | 146 | 104 | 250 | | 10 | 13 4,700 | Last Wednesday in June. |
| | A. M. E | | | B | 9 | 34 | | 3 | | 1 | 7 | 51 | 29 | 81 | 4 75–8 | 35 | 10 3,000 | 3d Wednesday in June |
| | Pres. | | F | | 10 | | | | | | | | 120 | 120 | | 30 | 2,000 | 3d Wednesday in June. |
| | M E | | | B | 6 | 35 | 19 | 10 | 7 | 4 | | 75 | 18 | 93 | | 13–27 | 800 | 400 | 3d Tuesday in August |
| | do | | | | 9 | | | | | | | | | 175 | | 30 | | 425 | 3d week in June. |
| | do | | | | 13 | | | | | | | | | 459 | | 30 | | 2,500 | 4th week in June. |
| | do | | | | 4 | | | | | | | | | 45 | | 45 | | | |
| | G R | | | B | 6 | 96 | 7 | 16 | 7 | 5 | 50 | 16 | 21 | 184 | | 7 | | 2,500 | 4th Wednesday in June. |
| | | | | B | 30 | 35 | 30 | 15 | 10 | 6 | | | | 95 | | a34 | 12 | | 3d Wednesday in June. |
| | M. E | | .. | B | 10 | | .. | | .. | | | | | 15 | | 21 | | 1,0 0 | 1st Thursday in June |
| | .do | | .. | .. | | | .. | | | | | | | | .. | .. | | .. | |
| | do | | .. | .. | | | .. | .. | | | | | | | | | | .. | |
| | Luth | M | .. | | | | .. | .. | | | | | | | | | | .. | |
| | R C | M | .. | .. | 9 | .. | .. | .. | .. | .. | | 42 | .. | 42 | | a200 | | .. | September 1 |
| | .. | .. | .. | B | 5 | 108 | 4 | 4 | 4 | 3 | | | | 123 | | 5–8 | | .. | 1st Wednesday in May. |
| | U B | | | | 2 | | | .. | .. | .. | | | | 75 | | 16–32 | .. | | |
| | Bapt | | .. | .. | | | | .. | .. | .. | | | | .. | | .. | | | |
| | M E | M | .. | .. | 6 | | | .. | .. | .. | | 27 | .. | 27 | | 4 | .. | 1, 0 0 | 4th Thursday in July. |
| | Fr | M | .. | .. | 4 | | | .. | .. | .. | | 47 | .. | 47 | | a37 | | 6, 977 | July 12. |
| | M E | | F | .. | 5 | .. | .. | .. | .. | .. | | | 4 | 49 | | a25 | | 1, 000 | Last Wednesday in June. |
| | ... | M | | .. | 18 | .. | .. | .. | .. | .. | | 350 | | 350 | Free. | .. | | 5, 000 | |
| | P E | M | | | 14 | | | | | | | 84 | | 84 | | 90 | | .. | Last Thursday in June. |
| | Bapt | | | B | 8 | 98 | 19 | 50 | 44 | 35 | 2 | 175 | 95 | 248 | | a 6 | | 4, 900 | Last week in June. |
| | R. C | M | | | 19 | | | | | | | 212 | | 212 | | 90 | | 6, 000 | End of June. |
| | Luth | M | | | 10 | 100 | 24 | 16 | 15 | 7 | | 162 | | 162 | | a28–47 | | 2, 300 | Last Thursday in June. |
| | do | M | | | 14 | 60 | 35 | 25 | 30 | 25 | | 175 | | 175 | | 59 | | 17, 475 | Last Thursday in June. |
| | U P | .. | | B | 6 | 64 | 21 | 25 | 47 | 38 | 60 | | | 255 | | 8 | 12 | 1 500 | Last Thursday in June. |
| | M E | M | | | 9 | 33 | 35 | 22 | 20 | 15 | | 125 | | 125 | | 35 | .... | 10, 000 | Last Thursday in June. |
| | .... .. | M | | | 14 | 145 | 28 | 16 | 11 | 11 | 8 | 230 | | 230 | | 39 | .. | 2, 20 | Last week in June. |
| | R . | M | .. | | 6 | 58 | 14 | 29 | 14 | 15 | . | 130 | . | 130 | .... | | | 10, 030 | Last Thursday in June. |
| | | M | | | 5 | | .. | | | | | 200 | | 200 | ..... | | .. | ..... | |
| | | | | | 5 | | .. | | | | | | | 50 | | 30 | | 2, 000 | 1st Wednesday in June. |
| | | | | | 6 | | .. | | | | | 130 | | 130 | | 40 | | 25, 500 | Last Thursday in June. |
| | | | | | 12 | | | | | | | | | 150 | | 24 | .... | 17, 000 | 1st Thursday in August. |

*$12–17. †1,074. a Per annum.

TABLE III.—*Statistics of colleges and collegiate*

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 194 | Wake Forest College | Forestville, N. C | 1839 | W. M. Wingate, D. D |
| 195 | Davidson College | Davidson Col. (P. O.,) N. C | 1831 | G. W. McPhail, D. D., LL.D |
| 196 | University of North Carolina | Chapel Hill, N. C | 1795 | Rev. Solomon Pool |
| 197 | Trinity College | Randolph County, N. C | 1850 | B. Craven, D. D |
| 198 | Olin College | Iredell County, N. C | 1853 | James Southgate |
| 199 | North Carolina College | Mount Pleasant, N. C | .... | Rev. L. A. Bikle, A. M |
| 200 | Concord Female College | Statesville, Iredell Co., N.C | 1854 | Rev. E. F. Rockwell, A. M |
| 201 | Davenport Female College | Lenoir, Caldwell Co., N. C | 1856 | Rev. S. Lander, A. M |
| 202 | Chowan Female Collegiate Institute. | Murfreesboro, N. C | .... | A. McDowell, D. D |
| 203 | Raleigh Baptist College | Raleigh, N. C | 1870 | W. Royall, D.D |
| 204 | Marietta College | Marietta, Ohio | 1835 | Israel W. Andrews, D. D |
| 205 | Western Reserve College | Hudson, Ohio | 1826 | H. L. Hitchcock, D. D |
| 206 | Denison University | Granville, Ohio | 1831 | S. Talbot, D. D |
| 207 | Kenyon College | Gambier, Ohio | 1824 | Eli T. Tappan, LL. D |
| 208 | Wittenberg College | Springfield, Ohio | 1845 | S. Sprecher, D. D |
| 209 | Willoughby College | Willoughby, Ohio | 1855 | James H. Herron, D. D |
| 210 | Harlem Springs College | Harlem Springs, Ohio | 1867 | Robert H. Hovey, B. S |
| 211 | St. Xavier's College | Cincinnati, Ohio | 1840 | Rev. Thomas O'Neil, S. J |
| 212 | Ohio Wesleyan University | Delaware, Ohio | 1843 | Rev. F. Merrick, LL. D |
| 213 | Muskingum College | New Concord, Ohio | 1837 | Rev. David Paul, A. M |
| 214 | Miami University | Oxford, Ohio | 1809 | Robert L. Stanton, D. D |
| 215 | Oxford Female College | ....do | 1854 | R. D. Morris, D. D |
| 216 | Oberlin College | Oberlin, Ohio | 1834 | James H. Fairchild, D. D |
| 217 | Ohio Female College | College Hill, Ohio | 1851 | N. C. Burt, D. D |
| 218 | Hillsborough Female College | Hillsborough, Ohio | 1855 | Rev. David Copeland, A. M |
| 219 | Glendale Female College | Glendale, Ohio | 1854 | Rev. Ludlow D. Potter, A. M |
| 220 | Ohio University | Athens, Ohio | 1804 | S. Howard, D. D., LL. D |
| 221 | Mount St. Mary's of the West | Near Cincinnati, Ohio | 1851 | F. J. Pabish, D. D., LL. D., D. C. L |
| 222 | Otterbein University | Westerville, Ohio | 1857 | L. Davis, D. D |
| 223 | Urbana University | Urbana, Ohio | 1852 | Rev. Frank Sewall, A. M |
| 224 | Antioch College | Yellow Springs, Ohio | 1854 | George W. Hosmer, D. D |
| 225 | Wilberforce University | Near Xenia, Ohio | 1863 | D. A. Payne, D. D |
| 226 | Granville Female College | Granville, Ohio | 1833 | W. P. Kerr, A. M |
| 227 | German Wallace College | Berea, Ohio | 1864 | William Nast, D. D |
| 228 | Xenia College | Xenia, Ohio | 1850 | William Smith, A. M |
| 229 | Mount Union College | Mount Union, Ohio | 1858 | O. N. Hartshorn, LL. D |
| 230 | Farmers' College | College Hill, Ohio | 1846 | Charles D. Curtiss |
| 231 | Heidelberg College | Tiffin, Ohio | 1850 | G. W. Williard, D. D |
| 232 | Richmond College | Richmond, Ohio | 1835 | L. W. Ong, A. M |
| 233 | Baldwin University | Berea, Ohio | 1846 | W. D. Godman, D. D |
| 234 | Ohio Wesleyan Female College | Delaware, Ohio | .... | P. S. Donaldson, D. D |
| 235 | Cincinnati Wesleyan College | Cincinnati, Ohio | .... | L. H. Bugbee, D. D |
| 236 | Capitol University | Columbus, Ohio | .... | Rev. W. F. Lehman |
| 237 | St. Louis College | Louisville, Ohio | 1866 | F. Hours |
| 238 | Pacific University | Forest Grove, Oreg | .... | S. H. Marsh, D. D |
| 239 | Sublimity College | Sublimity, Oreg | 1858 | J. H. Garrison |
| 240 | Oregon College | Oregon City, Oreg | 1850 | George C. Chandler, D. D |
| 241 | Willamette University | Salem, Oregon | 1853 | T. M. Gatch, A. M |
| 242 | Haverford College | West Haverford, Pa | 1833 | Samuel J. Gummere, A. M |
| 243 | Irving Female College | Irvington, Pa | 1856 | Rev. T. B. Ege, A. M |
| 244 | Girard College | Philadelphia, Pa | 1848 | W. H. Allen, M. D., LL. D |
| 245 | Lehigh University | South Bethlehem, Pa | 1866 | Henry Coppée, LL. D |
| 246 | Lewisburg University | Lewisburg, Pa | 1847 | J. R. Loomis, LL. D |
| 247 | St. Vincent's College | St. Vincent's, Pa | 1846 | Rev. A. Heimler, O. S. B |
| 248 | Muhlenberg College | Allentown, Pa | 1867 | F. A. Muhlenberg, D. D |
| 249 | Pennsylvania College | Gettysburg, Pa | 1832 | Milton Valentine, D. D |
| 250 | Westminster College | New Wilmington, Pa | 1852 | R. A. Browne, D. D |
| 251 | Allegheny College | Meadville, Pa | 1815 | George Loomis, D. D |
| 252 | Western University of Pennsylvania. | Pittsburg, Pa | 1819 | George Woods, LL. D |
| 253 | Franklin and Marshall College | Lancaster, Pa | 1853 | J. W. Nevin, D. D |
| 254 | Moravian College | Bethlehem, Pa | 1807 | Rt. Rev. E. de Schweinitz |
| 255 | Missionary Institute | Selin's Grove, Pa | 1858 | Rev. P. Born |
| 256 | Dickinson College | Carlisle, Pa | 1783 | R. L. Dashiell, D. D |
| 257 | Washington and Jefferson College. | Canonsburg and Washington, Pa. | 1802 | Rev. George P. Hays |

*Institutions in the United States, &c.*—Continued.

| Number. | Denomination. | Sex of students. | | | Number of instructors. | Students. | | | | | | | | | Cost of— | | Number of volumes in library. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Both. | | Preparatory department. | Freshmen. | Sophomores. | Juniors. | Seniors. | Scientific department. | Total. Males. | Females. | Total. | Tuition per term. | Board per month. | | |
| 194 | Bapt | M | | | 6 | | | | | | | 116 | | 116 | $35 | | 8,000 | 2d Thursday in June. |
| 195 | Pres | M | | | 6 | | 28 | 33 | 39 | 14 | 12 | 127 | | 127 | 45 | | 3,000 | June 30 |
| 196 | State | M | | | 6 | 80 | 7 | 5 | 4 | | | 56 | | 56 | 20 | 2-12 | 23,000 | 2d Thursday in June. |
| 197 | M E | M | | | 9 | 26 | 44 | 33 | 21 | 14 | 6 | 101 | | 101 | 30 | 14 | 7,500 | 3d Thursday in June. |
| 198 | . . | | | B | 2 | | | | | | | 40 | | 40 | 25 | | 500 | 2d Monday in June. |
| 199 | .... | M | | | 4 | | | | | | | 63 | | 63 | . . | | 800 | May 26. |
| 200 | | | F | | 4 | | | | | | | | 50 | 50 | a250 | | 50 | July 16. |
| 201 | ..... | | F | | 7 | | | | | | | | 9 | 99 | 20-50 | | 300 | |
| 202 | Bapt | | F | | 7 | | | | | | | | 112 | 112 | .. | . | .. | . |
| 203 | do | | F | | 7 | | | | | | | | 80 | 80 | . | | | |
| 204 | Cong | M | | | 8 | 62 | 16 | 19 | 13 | 9 | | 119 | | 119 | 30 | | 22,500 | Wednesday before July 4. |
| 205 | Pres | M | | | 6 | 37 | 22 | 24 | 21 | 12 | | 116 | | 116 | 46 | | 10,000 | June 29 |
| 206 | Bapt | M | | | 8 | 109 | 21 | 14 | 7 | 12 | 11 | 175 | | 175 | 25-44 | 12 | 10,500 | Last Thursday in June. |
| 207 | P E | M | | | 10 | 45 | 25 | 19 | 14 | 14 | | 105 | . | 105 | 14 | (*) | 17,850 | Last Thursday in June. |
| 208 | Luth .. | M | | | 6 | 86 | 25 | 22 | 18 | 11 | 19 | 183 | . | 183 | 30 | | 6,000 | Last Thursday in June. |
| 209 | M. E | | | B | 7 | 37 | 49 | 5 | 17 | 8 | | . | | 116 | 8-10 | . | 3,000 | June 15. |
| 210 | | | | B | 3 | 17 | 19 | 20 | 9 | 15 | | | | | 10 | .. | . | June 16. |
| 211 | R C | M | | | 19 | 237 | 34 | 22 | 18 | 9 | . | 32 | | 330 | 60 | . | 16,000 | Last Wednesday in June. |
| 212 | M. E | M | . | . | 9 | 75 | 88 | 63 | 47 | 32 | 105 | 417 | | 417 | 10 | . | 13,980 | June 29. |
| 213 | .. | | | B | 3 | | | | | | | | | 150 | ..... | .. | 1,300 | Last Thursday in June. |
| 214 | State | M | . | | 9 | 61 | 16 | 15 | 20 | 26 | 14 | 152 | | 152 | . .. | . | 9,000 | Last Thursday in June. |
| 215 | Pres | | F | | 10 | 29 | 37 | 41 | 33 | 16 | | | 156 | 156 | a250 | . | 2,000 | 3d Wednesday in June. |
| 216 | Cong | .. | | B | 22 | 700 | 33 | 33 | 38 | 24 | 245 | 610 | 464 | (†) | 9 | . | 11,000 | 1st Wednesday in Aug. |
| 217 | .. | | F | .. | 11 | 15 | 22 | 47 | 8 | 13 | | | 105 | 105 | 125 | . | 2,000 | 1st Thursday in June. |
| 218 | M E | | F | | 7 | 13 | 9 | 17 | 14 | 10 | | | 33 | 53 | 2, 540 | .. | 300 | Last Wednesday in June. |
| 219 | Pres . | | F | | 12 | 36 | 30 | 22 | 12 | 17 | | | 117 | 117 | 46 | . | 2,000 | 3d Thursday in June. |
| 220 | M. E | M | . | . | 6 | | | | | | | 130 | . | 130 | a300 | .. | 5,000 | June 25. |
| 221 | R C | M | . | . | 16 | | | | | | | 86 | . | 86 | a150 | .. | 10,000 | 4th Wednesday in June. |
| 222 | U B | M | . | . | 5 | | | | | | | 125 | . | 175 | 24 | .. | 4,000 | 1st Wednesday in June. |
| 223 | N Ch | M | . | . | 4 | | | | | | | 38 | . | 93 | ..... | | 4,500 | 2d Wednesday in June. |
| 224 | Unit | | | B | 12 | | | | | | | 146 | 104 | 250 | 10 | 13 | 4,700 | Last Wednesday in June. |
| 225 | A. M. E | | | B | 9 | 34 | . | 3 | | 1 | 7 | 51 | 29 | 81 | 75-6 | 75 | 10 | 3,000 | 3d Wednesday in June. |
| 226 | Pres. | | F | | 10 | | | | | | | | 120 | 120 | 30 | .. | 2,000 | 3d Wednesday in June. |
| 227 | M. E | | | B | 6 | 35 | 19 | 10 | 7 | 4 | | 75 | 18 | 93 | 13-27 | 800 | 400 | 3d Tuesday in August |
| 228 | do | | | | 9 | | | | | | | | | 175 | 5 | . | 425 | 3d week in June. |
| 229 | do .. | | | | 13 | | | | | | | | | 200 | 40 | . | 2,500 | 4th week in June. |
| 230 | do | | | | 4 | | | | | | | | | 45 | 45 | | | |
| 231 | G R | . | | B | 6 | 96 | 7 | 16 | 7 | 3 | 50 | 16 | 21 | 1 | 7 | | 2,500 | 4th Wednesday in June. |
| 232 | . | | | B | 3 | 35 | 30 | 15 | 10 | 6 | | | | 96 | a34 | 12 | .. | |
| 233 | M. E | . | .. | B | 10 | . | .. | .. | .. | | | | | 40 | 21 | . | 1,000 | 1st Thursday in June. |
| 234 | .do | . | . | .. | | . | . | . | . | . | | . | . | . | .. | .. | .. | . |
| 235 | do | | .. | . | | | | | | | | | | | | | | |
| 236 | Luth | M | .. | . | | . | . | . | . | | | . | . | . | . | | . | . |
| 237 | R C | M | .. | .. | 9 | | | | | | | 42 | | 42 | a300 | .. | .. | September 1. |
| 238 | .. | .. | .. | B | 5 | 108 | 4 | 4 | 4 | 3 | | .. | | 119 | 5-8 | . | ..... | 1st Wednesday in May. |
| 239 | U B | .. | . | . | 2 | | | | | | | | | 75 | 16-32 | .. | .. | |
| 240 | Bapt | | | . | | .. | . | . | . | . | | | | | .... | .. | . | .... |
| 241 | M E | M | .. | .. | 6 | . | . | . | . | . | . | 27 | | 27 | 4 | | 1,000 | 4th Thursday in July. |
| 242 | Fr | M | .. | | 4 | .. | .. | . | . | | . | 47 | | 47 | a375 | | 6,977 | July 12. |
| 243 | M. E | | F | .. | 5 | . | . | .. | .. | . | | | 49 | 41 | a252 | | 1,000 | Last Wednesday in June. |
| 244 | .. | M | . | . | 18 | .. | . | . | .. | . | | 550 | | 550 | Free... | .. | 5,000 | |
| 245 | P. E | M | | | 14 | .. | | | | | | 84 | | 84 | 90 | . | .... | Last Thursday in June. |
| 246 | Bapt | | . | B | 8 | 90 | 19 | 50 | 44 | 35 | 2 | 153 | 95 | 248 | a..6 | | 4,900 | Last week in June. |
| 247 | R. C | M | | | 12 | | | | | | | 212 | | 212 | 90 | . | 6,000 | End of June. |
| 248 | Luth | M | | . | 10 | 100 | 24 | 16 | 15 | 7 | | 162 | | 162 | a28-45 | . | 2,300 | Last Thursday in June. |
| 249 | do | M | | | 14 | 60 | 35 | 25 | 30 | 23 | | 173 | | 173 | .. | | 17,4.. | Last Thursday in June. |
| 250 | U P .. | | | B | 6 | 64 | 21 | 25 | 42 | 38 | 60 | | | 250 | . | 12 | 1,500 | Last Thursday in June. |
| 251 | M. E | M | | | 9 | 33 | 35 | 22 | 20 | 15 | | 125 | | 125 | 35 | .... | 10,800 | Last Thursday in June. |
| | ..... | M | | .. | 14 | 145 | 28 | 16 | 11 | 11 | 85 | 206 | | 256 | 39 | . | 2,250 | Last week in June. |
| 252 | | | | | | | | | | | | | | | | | | |
| 253 | G. R | M | .. | | 6 | 58 | 14 | 29 | 14 | 15 | . | 130 | . | 130 | .... | . | 10,000 | Last Thursday in June. |
| 254 | Mor | M | | . | 5 | | .. | .. | .. | . | .. | 200 | . | 400 | .... | . | ..... | |
| 255 | Luth .. | .. | | . | 5 | | .. | .... | .. | . | | .. | . | 180 | 30 | .. | 2,000 | 1st Wednesday in June. |
| 256 | M. E | M | . | . | 6 | | . | . | . | | | 130 | . | 13 | 40 | . | 25,500 | Last Thursday in June. |
| 257 | Pres .. | .. | .. | . | 12 | .. | . | . | .. | . | . | . | .. | 155 | 24 | .... | 17,000 | 1st Thursday in August. |

33 E

*$12-17.

†1,674.

aPer annum.

TABLE III.—*Statistics of colleges and collegiate*

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 258 | Susquehanna Female College | Selin's Grove, Pa | 1859 | William Noetling, A. M |
| 259 | St. Joseph's College | Philadelphia, Pa | 1852 | Rev. P. A. Jordan |
| 260 | Pennsylvania Military Academy | Chester, Pa | 1861 | Colonel Theodore Hyatt, A. M |
| 261 | Lincoln University | Oxford, Pa | 1854 | Isaac N. Randall, D. D |
| 262 | Pittsburg Female College | Pittsburg, Pa | 1855 | I. C. Pershing, D. D |
| 263 | Waynesburg College | Waynesburg, Pa | 1850 | A. B. Miller, D. D |
| 264 | Andalusia College | Andalusia, Pa | 1860 | H. T. Wells, LL. D |
| 265 | Lebanon Valley College | Annville, Pa | 1866 | Rev. T. R. Vickroy, A. M |
| 266 | Lafayette College | Easton, Pa | 1826 | W. C. Cattell, D. D |
| 267 | University of Pennsylvania | Philadelphia, Pa | 1755 | Charles J. Stillé, LL. D |
| 268 | St. Thomas of Villanova's College. | Pennsylvania | | |
| 269 | La Salle College | Philadelphia, Pa | 1862 | Brother Oliver |
| 270 | Mercersburg College | Mercersburg, Pa | | Thomas G. Apple, D. D |
| 271 | Palatinate College | Myerstown, Pa | | Rev. H. R. Nicks, A. M |
| 272 | Allentown Female College | Allentown, Pa | | Rev. William R. Hofford, A. M |
| 273 | Cottage Hill College | York, Pa | | Rev. D. Eberle |
| 274 | Maimonides College | Philadelphia, Pa | | |
| 275 | St. Francis' College | Loretto, Pa | 1850 | Rev. A. J. Browman |
| 276 | Brown University | Providence, R. I | 1764 | A. Caswell, D. D., LL. D |
| 277 | Newberry College | Walhalla, S. C | 1859 | Rev. J. P. Smeltzer, A. M |
| 278 | University of South Carolina | Columbia, S. C | 1801 | R. W. Barnwell, LL. D |
| 279 | Furman University | Greenville, S. C | 1851 | James C. Furman, D. D |
| 280 | College of Charleston | Charleston, S. C | 1787 | N. R. Middleton |
| 281 | Wofford College | Spartanburg, S. C | 1854 | Albert M. Shipp, D. D |
| 282 | Lookout Mountain Institution | Lookout Mountain, Tenn | 1866 | Rev. C. F. P. Bancroft |
| 283 | Maryville College | Maryville, Tenn | 1819 | Rev. P. M. Bartlett, A. M |
| 284 | Cumberland University | Lebanon, Tenn | 1842 | B. W. McDonold, D. D., LL. D |
| 285 | East Tennessee University | Knoxville, Tenn | 1807 | Rev. T. W. Humes, D. D |
| 286 | Franklin College | Near Nashville, Tenn | 1844 | A. J. Fanning |
| 287 | University of Nashville | Nashville, Tenn | 1806 | Kirby Smith |
| 288 | Tusculum College | Greenville, Tenn | 1844 | Rev. W. S. Doak, A. M |
| 289 | State Female College | Memphis, Tenn | 1853 | C. Collins, D. D |
| 290 | Union University | Murfreesboro, Tenn | 1848 | G. W. Jarman, A. M |
| 291 | Jonesboro College | Jonesboro, Tenn | 1865 | Henderson Presnell, A. M |
| 292 | Sewanee College | Winchester, Tenn | 1868 | Rev. H. H. Saeed |
| 293 | East Tennessee Wesleyan University. | Athens, Tenn | 1867 | N. E. Cobleigh, D. D |
| 294 | Mary Sharp College | Winchester, Tenn | 1851 | Z. C. Graves, LL. D |
| 295 | Central Tennessee College | Nashville, Tenn | 1866 | John Braden |
| 296 | Washington Female College | Washington County, Tenn. | 1796 | Rev. W. B. Rankin |
| 297 | Fisk University | Nashville, Tenn | 1867 | |
| 298 | West Tennessee College | Jackson, Tenn | | Rev. E. L. Patton, A. M |
| 299 | Colorado College | Columbus, Tex | 1857 | Rev. J. J. Scherer, A. M |
| 300 | Baylor University | Independence, Tex | 1845 | W. Carey Crane, D. D |
| 301 | Waco University | Waco, Tex | 1861 | Rufus C. Burleson, D. D |
| 302 | St. Mary's College | Galveston, Tex | | |
| 303 | Middlebury College | Middlebury, Vt | 1797 | H. D. Kitchel, D. D |
| 304 | State University | Burlington, Vt | | James B. Angell, A. M |
| 305 | Ripley Female College | Ripley, Vt | | Rev. Dr. Newman |
| 306 | Richmond College | Richmond, Va | 1844 | B. Puryear, A. M |
| 307 | Southern Female College | Petersburg, Va | | W. T. Davis, A. M |
| 308 | Randolph Macon College | Boydton, Va | 1832 | Thos. C. Johnson, A. M |
| 309 | Roanoke College | Salem, Roanoke County, Va | 1853 | D. F. Bittle, D. D |
| 310 | Emory and Henry College | Emory P. O., Va | 1838 | E. E. Wiley, D. D |
| 311 | Hampden Sidney College | Prince Edward County, Va | 1776 | J. M. P. Atkinson, D. D |
| 312 | Washington College | Lexington, Va | 1782 | |
| 313 | Virginia Military Institute | do | 1839 | F. H. Smith, A. M |
| 314 | University of Virginia | Charlottesville, Va | 1825 | S. Manpin, A. M., M. D |
| 315 | College of William and Mary | Williamsburg, Va | 1693 | Benjamin S. Ewell |
| 316 | West Virginia University | Wheeling, W. Va | 1868 | Rev. A. Martin, D. D |
| 317 | Bethany College | Bethany, Brooke Co., W. Va | 1841 | W. K. Pendleton |
| 318 | University of Wisconsin | Madison, Wis | 1848 | Vacant |
| 319 | Galesville University | Galesville, Wis | 1859 | Harrison Gilliland |
| 320 | Wayland University | Beaver Dam, Wis | 1854 | A. S. Hatchens |
| 321 | Beloit College | Beloit, Wis | 1847 | Aaron L. Chapin, D. D |
| 322 | Carroll College | Waukesha, Wis | 1846 | W. L. Rankin, A. M |
| 323 | Lawrence University | Appleton, Wis | 1847 | George M. Steele, D. D |
| 324 | Milton College | Milton, Wis | 1844 | Rev. W. C. Whitford, A. M |

*Institutions in the United States, &c.*—Continued.

| Number. | Denomination. | Sex of students. | | | Students. | | | | | | | | | Cost of— | | Number of volumes in libraries. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Both. | Number of preparatory students. | Freshmen. | Sophomores. | Juniors. | Seniors. | Special students in the department. | Total. Males. | Total. Females. | Total. Total. | Tuition per term. | Board per month. | | |
| 258 | Luth | | F | | 5 | | | | | | | 100 | 100 | a$40 0 | | 500 | 1st week in June. |
| 259 | R C | M | | | 9 | 4 | 10 | 58 | 43 | | 531 | | 531 | 40–60 | | 6,000 | Last week in June. |
| 260 | State | M | | | 10 | 5 | | | | 75 | 130 | | 130 | a3 0 | a1 0 | 1,000 | Last Tuesday in June. |
| 261 | Pres | | | | | | | | | | | | | 30 | | 1,300 | 3 l Wednesday in June. |
| 262 | M. E | | F | | 22 | | | | | | | 347 | 347 | 50 | | 600 | Last Thursday in June. |
| 263 | C P | | | | 10 | | | | | | | | 20 | 10 | | 1,000 | 2d Thursday in Sept. |
| 264 | P E | M | | | | | | | | | 90 | | 90 | a3 0 | | 450 | Last of June. |
| 265 | U. B | M | | | 6 | | 16 | 6 | 4 | | 152 | | 152 | a40 | | 300 | 3d week in June. |
| 266 | Pres | M | | | | 62 | 45 | 48 | 21 | 4 | 180 | | 180 | 15–25 | | 8,000 | 3d Wednesday in June. |
| 267 | State | M | | | 20 | | 43 | 48 | 47 | 10 | 166 | | 166 | 35 | | | |
| 268 | | | | | | | | | | | | | | | | | |
| 269 | R C | M | | | 10 | | | | | | 140 | | 140 | a30 | | 3,650 | 1st Monday in September. |
| 270 | G R | M | | | | | | | | | | | | | | | |
| 271 | do | M | | | | | | | | | | | | | | | |
| 272 | do | | F | | | | | | | | | | | | | | |
| 273 | | | | | | | | | | | | | | | | | |
| 274 | | | | | | | | | | | | | | | | | |
| 275 | R C | M | | | 12 | | | | | | 90 | | 90 | | | 2,000 | September 1. |
| 276 | Bapt | M | | | 11 | | 31 | 55 | 53 | 78 | 217 | | 217 | 75 | | 38,000 | Last Wednesday in June. |
| 277 | Luth | M | | | | 62 | 10 | 4 | 1 | 4 | 81 | | 81 | 20–45 | | 100 | October 1 |
| 278 | State | M | | | 14 | | | 4 | | | 65 | | 65 | 75 | | 25,000 | Last Monday in June |
| 279 | Bapt | M | | | 4 | | | | | | 71 | | 71 | 60 | | | 4th Wednesday in June. |
| 280 | | M | | | 6 | | | | | | 46 | | 46 | 40 | | 8,000 | Last Tuesday in March. |
| 281 | M E | M | | | 7 | | | | | | 135 | | 135 | 32 | 15 | 15,000 | Last Wednesday in June. |
| 282 | | | | B | | 54 | 4 | 2 | | | 77 | 37 | 114 | 100 | | 400 | June 20. |
| 283 | Cong | | | B | 4 | 50 | | 3 | 7 | | | | 60 | 10 | | 2,000 | Last Thursday in June. |
| 284 | C P | M | | | 10 | 138 | 24 | 36 | 20 | 17 | 223 | | 223 | 30–35 | | 5,000 | Last Thursday in June. |
| 285 | | | | | 5 | | | | | | | | 121 | 30 | | 900 | 4th Wednesday in June. |
| 286 | Chr | M | | | 1 | | | | | | 50 | | 50 | a4 50 | | | 1st Thursday in June. |
| 287 | | M | | | 9 | 301 | 12 | 9 | 4 | 2 | 228 | | 228 | 50–100 | 2 | 10,000 | 3d Thursday in June |
| 288 | Pres | | | | 4 | | | | | | 95 | | 95 | 30 | | 4,200 | 2d Thursday in June. |
| 289 | M. E | | | | 6 | 41 | 65 | 47 | 39 | 30 | | 232 | 232 | 25 | 20 | 670 | Last Thursday in June. |
| 290 | Bapt | M | | | | | | | 1 | | 154 | | 154 | 50 | 16 | 2,000 | 4th Thursday in June. |
| 291 | | | | | 15 | | | | | | 25 | 10 | 125 | 30–50 | | | 2d Thursday in June. |
| 292 | P E | | | | | | | | | | | | 6 | 60 | | | 2d week in June. |
| 293 | M. E | | | | 4 | | | | | | | | 120 | 25–50 | | 1,000 | 3d week in June. |
| 294 | Bapt | | I | | 9 | 80 | 40 | 17 | 18 | 16 | 57 | 238 | 239 | | | 1,000 | 1st Monday in September. |
| 295 | M. E | | | B | 6 | 11 | | | | | | | | 3–4 | 12 | 350 | June 15. |
| 296 | Pres | | F | | | 35 | | | | | | | | | | | |
| 297 | M. E | | | | 15 | 82 | | | | | | | | | | 150 | |
| 298 | | M | | | | | | | | | 130 | | 130 | 10–30 | | | 3d Wednesday in June. |
| 299 | Luth | | | | 1 | | | | | | | | 86 | 20–50 | | | 1st Monday in September. |
| 300 | Bapt | M | | | 7 | | | | | | 70 | | 70 | 25–60 | 12 | 1,500 | 2d week in June. |
| 301 | do | | | B | 1 | | | | | | | | 245 | 50 | | 650 | 3d week in June. |
| 302 | R C | | | | | | | | | | | | | | | | |
| 303 | Cong | M | | | 7 | | | | | | 65 | | 65 | 45 | | 14,000 | 2d Thursday in August. |
| 304 | State | | | | 10 | | | | | | | | 114 | 45 | | 15,000 | 1st Thursday in August. |
| 305 | M. E | | | | | | | | | | | | | | | | |
| 306 | Bapt | | | | | | | | | | 160 | | 160 | 60–80 | | 4,500 | July 1. |
| 307 | | | I | | 6 | | | | | | | 103 | 103 | 20–35 | | | Last Tuesday in June. |
| 308 | M E | | | | 5 | | | | | | | | 65 | 75 | | 10,000 | Last Thursday in June. |
| 309 | Luth | | | | 7 | | | | | | | | 162 | 52 | | 7,000 | 3d Wednesday in June. |
| 310 | M. E | M | | | 6 | 96 | 20 | 17 | 16 | 16 | 165 | | 165 | | | | 1st Wednesday in June. |
| 311 | Pres | M | | | 5 | | | | | | 89 | | 89 | 50 | | 6,000 | 3d Thursday in June. |
| 312 | | M | | | 6 | | | | | | 410 | | 410 | 60–8 | | 6,000 | 4l Thursday in June. |
| 313 | State | M | | | 23 | | | | | 376 | 376 | | 376 | 100 | | 2,000 | July 4. |
| 314 | do | M | | | 15 | | | | | | 464 | | 464 | 60–100 | 20 | 15,000 | July 4. |
| 315 | | | | | 7 | | | | | | | | 63 | 45 | | 4,500 | July 4. |
| 316 | State | M | | | 10 | 140 | 7 | 3 | 1 | 3 | 154 | | 154 | 5–8 | | 1,000 | June 16. |
| 317 | Chr | | | | 9 | | | | | | | | 94 | 50 | | 2,000 | 3d Thursday in June. |
| 318 | State | | | B | 21 | 435 | 13 | 34 | 25 | 9 | | | 516 | 18 | | 3,000 | Last Wednesday in June. |
| 319 | M E | | | | 4 | | | | | | | | 105 | 18–30 | | 4,500 | Last Thursday in June. |
| 320 | Bapt | | | | | | | | | | | | | | | | |
| 321 | Cong | M | | | 7 | 161 | 20 | 15 | 20 | 13 | 238 | | 238 | a130 | | 6,000 | 2d Wednesday in July. |
| 322 | Pres | | | B | 3 | 104 | 9 | 10 | | | 34 | 86 | 120 | 25–32 | | 1,000 | Last Friday in June. |
| 323 | M. E | | | B | 6 | 198 | 34 | 15 | 15 | 8 | | | 270 | 37–90 | | 6,000 | 3d Wednesday in June. |
| 324 | Bapt | | | B | 9 | 250 | 75 | 30 | 4 | | 19 | 148 | 347 | 27–35 | 14 | 1,100 | 1st Wednesday in June |

a Per annum.

TABLE III.—*Statistics of colleges and collegiate*

| Number. | Name. | Location. | Date of organization. | President. |
|---|---|---|---|---|
| 325 | Milwaukee Female College | Milwaukee, Wis | 1848 | Miss Mary Mortimer |
| 326 | Wisconsin University | Watertown, Wis | 1864 | Rev. L. O. Thompson |
| 327 | Prairie du Chien College | Prairie du Chien, Wis | 1865 | W. S. Perry |
| 328 | Racine College | Racine, Wis | 1852 | Rev. J. De Koven, D. D |
| 329 | Ripon College | Ripon, Wis | 1863 | Rev. W. E. Merriman, A. M |
| 330 | Wisconsin Female College | Fox Lake, Wis | 1862 | Miss Mary L. Crowell |
| 331 | Jefferson Liberal Institute | Jefferson, Wis | 1866 | Elmore Chase, A. M |
| 332 | Columbian College | Washington, D. C | 1822 | George W. Samson, D. D |
| 333 | Georgetown College | Georgetown, D. C | 1792 | Rev. John Early |
| 334 | Gonzaga College | Washington, D. C | 1848 | Rev. James Clark |
| 335 | Howard University | do | 1867 | General O. O. Howard |
| 336 | University of Deseret | Salt Lake City, Utah | 1867 | John R. Park, M. D |
| 337 | Washington University | Seattle, Washington Ter | 1868 | Prof. Hall |

NOTE.—In regard to the following institutions

| | | | | |
|---|---|---|---|---|
| | Cuthbert Female College | Cuthbert, Ga | .... | Dr. A. L. Hamilton |
| | Southern Female College | La Grange, Ga | .... | Dr. Cox |
| | Hamilton Female College | Hamilton, Ga | .... | Colonel Loveless |
| | La Grange Female College | La Grange, Ga | .... | Rev. M. Calloway |
| | Griffin Female College | Griffin, Ga | .... | |
| | Forsyth Female College | Forsyth, Ga | .... | |
| | Perry Female College | Perry, Ga | .... | |
| | Masonic Female College | Covington, Ga | .... | Mr. G. J. Orr |
| | Masonic Female College | Americus, Ga | .... | |
| | Masonic Female College | Lumpkin, Ga | .... | |
| | Madison Female College | Madison, Ga | .... | |
| | Marietta Female College | Marietta, Ga | .... | |
| | Le Vert College | Talbotton, Ga | .... | |
| | Atlanta Female College | Atlanta, Ga | .... | |
| | Valparaiso College | Valparaiso, Ind | .... | Rev. S. T. Cooper |
| | Hocker Female College | Lexington, Ky | .... | J. H. Hocker, A. M |
| | Columbus Institute | Columbus, Miss | 1846 | Rev. John F. Tarrant, A. M |
| | Sharon Female College | Sharon, Miss | 1837 | Rev. W. L. C. Hunnicutt |
| | Pass Christian College | Pass Christian, Miss | .... | |
| | Murfreesboro Female College | Murfreesboro, N. C | .... | Rev. Mr. Blackwell |
| | St. Mary's Female College | Raleigh, N. C | .... | A. Smeedes, D. D |
| | St. John's Female College | Oxford, N. C | .... | Rev. C. B. Riddick |
| | Rutherford Seminary | Happy Home, N. C | .... | |
| | Biddle Institute | Charlotte, N. C | .... | |
| | Wooster University | Wooster, Ohio | 1870 | Willis Lord, D. D |
| | Avery Institute | Charleston, S. C | .... | |
| | Clafin University | Orangeburg, S. C | .... | |
| | Hiawassa College | Madisonville, Tenn | .... | J. B. Greiner, A. M |
| | Kings College | Bristol, Tenn | .... | Charles Martin |
| | Marysville College | Near Knoxville, Tenn | .... | |
| | Wytheville College | Wytheville, Va | .... | Rev. E. W. McDonald |
| | Stover College | Harper's Ferry, W. Va | .... | |

*institutions in the United States, &c.*—Continued.

| Number. | Denomination. | Sex of students. | | | Number of instructors. | Students. | | | | | | | | | Cost of— | | Number of volumes in libraries. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Both. | | Preparatory department. | Freshmen. | Sophomores. | Juniors. | Seniors. | Scientific department. | Total. Males. | Total. Females. | Total. Total. | Tuition per term. | Board per month. | | |
| 325 | ..... .. | ... | F | ... | 12 | 122 | 28 | 14 | 11 | 11 | ... | ... | 186 | 186 | *a*$50 | $24 | 600 | Last Thursday in June. |
| 326 | ..... .. | ... | ... | B | 6 | 125 | 3 | ... | ... | ... | ... | 108 | 20 | 128 | 30 | .... | ..... | |
| 327 | ..... .. | ... | ... | B | 3 | 106 | ... | ... | ... | ... | ... | 51 | 55 | 106 | 20–30 | .... | ..... | |
| 328 | P. E... | M | .. | .. | 16 | 158 | 7 | 11 | 9 | 4 | ... | 189 | ... | 189 | *a*500 | .... | 2,000 | |
| 329 | ..... | ... | ... | B | 9 | 276 | 24 | 11 | 14 | 8 | ... | 185 | 148 | 333 | 21–24 | ... | ..... | |
| 330 | Cong .. | ... | F | ... | 6 | 46 | 12 | 4 | 4 | ... | ... | ... | 66 | 66 | *a*150 | .... | 486 | September 8. |
| 331 | ..... | .. | .. | ... | .. | ... | ... | .. | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| 332 | Bapt .. | M | .. | ... | 23 | .. | ... | ... | .. | ... | ... | 430 | ... | 430 | 55 | .... | 5,000 | Last Wednesday in June. |
| 333 | R. C .. | M | ... | ... | 18 | 112 | .. | .. | 84 | 55 | ... | 251 | ... | 251 | *a*325 | .... | 30,000 | 1st week in July. |
| 334 | ..do.... | M | ... | .. | 6 | ... | ... | ... | ... | ... | ... | 120 | ... | 120 | 60 | .... | 3,000 | 1st week in July. |
| 335 | Cong .. | ... | ... | B | 23 | ... | ... | ... | ... | ... | ... | 322 | 92 | 414 | 3–5 | .... | 6,000 | Last Wednesday in June. |
| 336 | L. D. S | ... | ... | B | .. | ... | ... | ... | ... | ... | ... | ... | ... | 296 | ..... | .... | ..... | |
| 337 | ..... .... | ... | .. | . . | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |

no additional facts have been received:

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | ... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | B | 12 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | 3d week in June. |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| .. ..... | ... | F | ... | .. | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| M. E .. | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| P. E. .. | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| M. E .. | ... | F | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| Pres... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| Luth .. | M | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| Luth .. | ... | F | ... | . | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |
| ..... .... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ..... | .... | ..... | |

*a*Per annum.

## TABLE IV.—STATISTICS OF THEOLOGICAL SEMINARIES IN THE UNITED STATES.

*[Compiled from the most recent reports sent to the United States Bureau of Education.]*

| Name. | Location. | Date of organization. | Denomination. | President or senior professor. | Number of professors. | Number of students. | Whole number educated. | Amount of endowment. | Number of volumes in library. | Estimated annual expense of each student. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Theological dept. of Howard College | Marion, Ala | 1841 | Baptist | S. R. Freeman, D. D | 1 | 12 | ..... | ..... | 2,500 | $105 | Last Thursday in June. |
| Saint Augustine College | Benicia, Cal | 1868 | Protestant Epis | Rt. Rev. W. I. Kip, D. D | 6 | 7 | ..... | ..... | ..... | ..... | |
| Theological Seminary | San Francisco, Cal | .... | Congregational | George Mooar, D. D | 2 | 8 | ..... | ..... | ..... | ..... | |
| Theological Institute of Connecticut | Hartford, Conn | 1834 | ....do | William Thomson, D. D | 4 | 25 | 290 | ..... | 7,000 | 80 | 2d Thursday in July. |
| Theological department of Yale College | New Haven, Conn | 1823 | ....do | T. D. Woolsey, D. D., LL. D | 7 | 35 | 830 | 308,000 | (*) | ..... | 3d Thursday in May. |
| Berkeley Divinity School | Middletown, Conn | 1851 | Protestant Epis | Jno. Williams, D. D., LL. D | 10 | 36 | 36 | ..... | ..... | ..... | 1st week in June. |
| Theological dept. of Mercer University | Penfield, Ga | 1833 | Baptist | H. H. Tucker, D. D | ... | ... | ..... | ..... | ..... | ..... | |
| Garrett Biblical Institute | Evanston, Ill | 1854 | Methodist Epis | D. P. Kidder, D. D | 4 | 150 | 106 | 300,000 | 3,300 | 200 | Last Thursday in Oct. |
| Chicago Theological Seminary | Chicago, Ill | 1855 | Congregational | J. Haven, D. D | 4 | 45 | 77 | 25,000 | 3,700 | ..... | Last Thursday in April. |
| Theological Seminary of the Northwest | Chicago, Ill | 1859 | Presbyterian | ..... | 4 | 36 | 135 | 100,000 | 8,000 | 125–150 | 1st Thursday in April. |
| Baptist Theological Seminary | Chicago, Ill | 1866 | Baptist | G. W. Northrup, D. D | 4 | 40 | ..... | 112,000 | 10,000 | 150 | |
| Bible department of Eureka College | Eureka, Ill | 1852 | Christian | H. W. Everest, A. M | 2 | 18 | ..... | ..... | ..... | ..... | 2d Thursday in June. |
| Theological dept. of Shurtleff College | Upper Alton, Ill | 1832 | Baptist | Justus Bulkley, D. D | 3 | 15 | ..... | ..... | ..... | ..... | 2d Thursday in June. |
| Saint Joseph's Ecclesiastical College | Tentapolis, Ill | 1861 | Roman Catholic | Rev. P. M. Klosterman | 6 | 99 | 428 | ..... | 700 | 180 | |
| U. P. Theological Seminary of the N. W. | Monmouth, Ill | 1839 | United Presby'n | Alexander Young, D. D | 4 | 20 | 185 | 15,000 | 2,050 | 150–175 | Last Thursday in March. |
| Blackburn Theological Seminary | Carlinville, Ill | 1857 | Presbyterian | John W. Bailey, D. D | 3 | ... | ..... | 16,000 | 700 | 180 | |
| Theological department of Augustana College. | Genesee, Ill | .... | Lutheran | Rev. T. N. Hasselquist | ... | ... | ..... | ..... | ..... | ..... | |
| Wartburg Seminary | St. Sebald, Iowa | 1857 | ....do | Rev. Sigmund Fritschel | 3 | 25 | 42 | 3,400 | 1,045 | ..... | |
| Theological dept. of Griswold College | Davenport, Iowa | 1859 | Protestant Epis | N. W. Lee, D. D., LL. D | 3 | 9 | 6 | 30,000 | 5,000 | 250 | 3d week in June. |
| German Theological Seminary | Dubuque, Iowa | .... | Presbyterian | Rev. A. Van Vliet | ... | ... | ..... | ..... | ..... | ..... | |
| St. Joseph's Ecclesiastical Seminary | Bardstown, Ky | 1820 | Roman Catholic | Rev. P. de Fraine | 6 | 78 | ..... | ..... | 3,600 | 150 | Last Tuesday in June. |
| Danville Theological Seminary | Danville, Ky | 1853 | Presbyterian | Nathaniel West, D. D | 4 | 13 | 181 | 218,000 | 8,000 | ..... | 31st October. |
| Western Baptist Theological Institute | Georgetown, Ky | 1840 | Baptist | C. Lewis, A. M | ... | ... | ..... | ..... | ..... | ..... | |
| Diocesan Theological Seminary | Shelbyville, Ky | .... | Protestant Epis | Benjamin B. Smith, D. D | ... | ... | ..... | ..... | ..... | ..... | 2d Thursday in June. |
| Theological school of Bethel College | Russellville, Ky | 1858 | Baptist | Rev. Noah K. Davis, A. M | 1 | ... | ..... | ..... | 2,500 | ..... | 2d Thursday in June. |
| College of the Bible, Kentucky University. | Lexington, Ky | 1865 | Christian | Rev. Robert Milligan | 3 | 102 | 8 | ..... | ..... | 125 | 2d Friday in June. |
| Thomson Biblical Institute | New Orleans, La | 1865 | Methodist Epis | ..... | 4 | 13 | ..... | ..... | ..... | ..... | |
| Theological Seminary | Bangor, Me | 1816 | Congregational | Enoch Pond, D. D | 4 | 40 | 600 | 120,000 | 13,000 | 150 | 1st Thursday in July. |
| Theological department of Bates College | Lewiston, Me | .... | Fr. W. Baptists | O. B. Cheney, D. D | 4 | 25 | ..... | 2,000 | ..... | ..... | |
| Theological Seminary of Saint Sulpice | Baltimore, Md | 1791 | Roman Catholic | J. P. Dubreuil, D. D | 10 | 60 | 400 | ..... | 30,000 | 200 | 3d Monday in June. |
| Saint Mary's Seminary | Near Emmetsburg, Md | 1800 | ....do | J. McCaffery, D. D | 12 | 90 | 300 | ..... | 15,000 | 150 | 3d Monday in June. |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Theological School of Harvard University | Cambridge, Mass | 1811 | No tests | C W. Eliot, LL. D | 5 | 30 | 300 | 240, 000 | 16, 000 | 300 | Last Tuesday in June. |
| Episcopal Theological School | Cambridge, Mass | 1867 | Protestant Epis | J Stone, D. D | 4 | 10 | | 125, 000 | | 350 | 1st Wednesday in July. |
| Boston Theological Seminary | Boston, Mass | 1847 | Methodist Epis | W F Warren, D D | 13 | 65 | 600 | 250, 000 | 4, 000 | 140 | 2d Wednesday in June. |
| Newton Theological Institution | Newton Centre, Mass | 1826 | Baptist | Alvah Hovey D D | 5 | 51 | 479 | 135, 000 | 1, 200 | 200 | Last Wednesday in June. |
| Theological Seminary | Andover, Mass | 1808 | Congregational | E A Park D D | 5 | 115 | 2, 491 | | 30, 000 | 156 | 1st Thursday in Aug. |
| Divinity School of Tufts College | Medford, Mass | 1855 | Universalist | A A Miner D D | 15 | 15 | | | | | |
| Theological Department of Kalamazoo College | Kalamazoo, Mich | 1834 | Baptist | S Haskell D D | 6 | 140 | | 100, 000 | 3, 000 | 200 | 2d Wednesday in June. |
| School of Theology [illegible] | [illegible] Mo | | Lutheran | | | | | | | | |
| Concordia Seminary | St Louis, Mo | 1840 | do | Rev C J W Walter | 4 | 140 | | | 5, 000 | | 1st September. |
| Washington School of Theology | Lafayette, Mo | 1868 | Baptist | Rev [illegible] D. D | 4 | 42 | | 45, 000 | 5, 000 | 250 | 1st Wednesday in June. |
| Rutgers [illegible] Seminary | New Brunswick, N. J | 1785 | Reformed | S M Woodbridge D D | 4 | 24 | 755 | 175, 000 | 12, 000 | 200 | September 20. |
| Theological Seminary | Princeton, N J | 1812 | Presbyterian | Charles Hodge D D LL D | 5 | 115 | 2, 776 | | 20, 100 | 175 | Last Wednesday in Ap'l. |
| Drew Theological Seminary | Madison, N J | 1867 | Methodist Epis | Randolph S Foster D D | 5 | 70 | 110 | 500, 000 | 10, 000 | 150 | 3d Thursday in May. |
| Lincoln University | Auburn, N Y | | Presbyterian | Samuel McLanahan D D | | | | | | | |
| Provincial Seminary | Troy, N Y | 1864 | Roman Catholic | Rev [illegible] S J in charge | 6 | 130 | 130 | | | 225 | Last Thursday in June. |
| Seminary and Female College School | Canton, N Y | 1858 | Universalist | [illegible] | 3 | 38 | 104 | 60, 000 | 6, 000 | 40 | 1st Thursday in July. |
| Union Theological Seminary | New York City, N Y | 1836 | Presbyterian | T. H. Skinner D D., LL. D | 5 | 139 | 777 | 300, 000 | 27, 000 | 250 | |
| The [illegible] Seminary | New York City, N. Y | 1817 | Protestant Epis | Rev J M Forbes | 6 | 80 | 732 | 300, 000 | 13, 815 | 400–500 | Last Friday in June. |
| Hamilton Theological Seminary | Hamilton, N Y | 1820 | Baptist | G. W. Eaton, LL. D., D. D | 4 | 20 | 834 | 140, 000 | 9, 000 | 200 | 1st Tuesday in August. |
| Divinity School | Geneva, N Y | 1861 | Protestant Epis | James Rankine, D. D | | | | | | | |
| Rochester Theological Seminary | Rochester, N Y | 1850 | Baptist | E. G Robinson, D. D | 6 | 60 | 395 | 267, 000 | 6, 000 | 175 | 3d week in May. |
| Theological Seminary | Newburgh, N Y | | United Presby'n | Jno. P. Harper, D. D | 1 | | | | | | |
| German Theological Seminary | Auburn, N. Y | | Lutheran | | | | | | | | |
| Lutheran Theological Seminary | Buffalo, N Y | | do | Rev. J. A. B. Graban | | | | | | | |
| Wittenberg College | Springfield, Ohio | 1845 | do | S. Sprecher, D D | 3 | 8 | 107 | | | 150 | June 30. |
| Theological Seminary | Gambier, Ohio | 1824 | Protestant Epis | Rt Rev. C P McIlvaine, D. D., D. C. L., LL. D. | 5 | 6 | 155 | 100, 000 | 7, 000 | 300 | Last Thursday in June. |
| Theological dept of Oberlin College | Oberlin, Ohio | 1835 | Congregational | J H Fairchild, D D | 5 | 36 | 252 | 60, 000 | 10, 000 | 150–225 | 1st Wednesday in Aug. |
| Mount Saint Mary's of the West | Cincinnati | 1849 | Roman Catholic | F. G. Pabish, D D., D. C. L., LL. D. | 2 | 40 | | 150, 000 | 10, 000 | 225 | June. |
| Saint Charles Borromeo | Carthagena, Ohio | 1869 | do | Henry Damen D D | 2 | 20 | | | 1, 400 | Free. | |
| Lane Theological Seminary | Cincinnati, Ohio | 1829 | Presbyterian | Henry Smith D D | 4 | 33 | 500 | 200, 000 | 12, 000 | 150 | 2d Thursday in May. |
| Theological Seminary | New Concord, Ohio | 1794 | United Presby'n | Samuel Wilson D D | 3 | 11 | 352 | 50, 000 | 2, 000 | 150 | 1st Thursday in Sept. |
| Heidelberg Theological Seminary | Tiffin, Ohio | 1850 | Reformed | J H Good D D | 2 | 20 | 110 | 21, 000 | 2, 400 | 250 | Last Wednesday in June. |
| Theological Department of [illegible] University | Columbus, Ohio | | Lutheran | Rev W F Lehman | | | | | | | |
| Moravian Theological [illegible] | New Dorlach, Pa | 1859 | do | H Zeigler | 4 | 12 | 40 | | 2, 000 | | 1st Wednesday in June. |
| The [illegible] Seminary | Bethlehem, Pa | 1807 | Moravian | Rt Rev. P T Schwahnitz | 4 | 20 | 213 | 42, 000 | 4, 100 | 200 | 1st Wednesday in Sept |
| Western Theological Seminary | Allegheny City, Pa | 1827 | Presbyterian | D. Elliott, D. D | 5 | 70 | 935 | 184, 000 | | 200 | Last Wednesday in Ap'l. |
| Saint Mary's Theological Seminary | Pittsburg, Pa | 1847 | Roman Catholic | Rev S Wall | 5 | 60 | 70 | | 4, 000 | 200 | Last of June |
| Theological Seminary | Gettysburg, Pa | 1825 | Lutheran | [illegible] | 4 | 26 | 400 | 100, 000 | 12, 000 | 150 | 4th Thursday in June. |
| Protestant Episcopal Divinity School | Philadelphia, Pa | 1862 | Protestant Epis | D. R. Goodwin, D. D | 5 | 49 | 75 | | 6, 000 | 400–500 | Thursday after 3d Tuesday in June. |
| Protestant [illegible] Mercersburg | Mercersburg, Pa | 1864 | do | Rev S Clemens | 3 | 10 | | | | | |
| Lancaster Seminary | Lancaster, Pa | 1835 | Reformed | [illegible] | 3 | 17 | | 60, 000 | 2, 000 | 130 | May |
| Theological Seminary | Meadville, Pa | 1825 | United Presby'n | A D Eaton D D | 3 | 30 | 486 | 55, 000 | 2, 000 | 100 | Last Wednesday in Mar. |
| Meadville Theological School | Meadville, Pa | 1844 | Unitarian | Rev [illegible] | 7 | 12 | 150 | 140, 000 | 11, 000 | 250 | 3d Thursday in June. |
| Saint Charles Seminary | Overbrook, Pa | 1858 | Roman Catholic | [illegible] | 6 | 67 | | | 10, 000 | 300 | 1st Monday in Sept. |
| Theological Seminary | Oxford, Pa | 1865 | Presbyterian | [illegible] | 5 | 14 | | | | | 3d Wednesday in June. |
| Crozer Theological Seminary | Upland, Pa | 1868 | Baptist | H G. Weston, D D | 3 | 37 | | 225, 000 | 6, 000 | 125 | 2d Wednesday in June. |

* Yale College library.

TABLE IV.—*Statistics of theological seminaries in the United States*—Continued.

| Name. | Location. | Date of organization. | Denomination. | President or senior professor. | Number of professors. | Number of students. | Whole number educated. | Amount of endowment. | Number of volumes in library. | Estimated annual expense of each student. | Time of commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Theological dept. of Ursine College | Freeland, Pa | | Reformed | H. Bamberger, D. D | | | | | | | |
| Lutheran Theological Seminary | Philadelphia, Pa | 1864 | Lutheran | C. F. Schaeffer, D. D | 5 | 35 | 57 | 88,000 | 1,800 | $240 | Week before Trinity Sunday. |
| Theological Seminary | Columbia, S. C | 1831 | Presbyterian | G. Howe, D. D | 5 | 32 | 380 | 145,715 | 18,253 | 150 | 2d week in May. |
| Theological Seminary | Walhalla, S. C | 1859 | Lutheran | Rev. J. P. Smeltzer, A. M | 2 | 3 | | 29,000 | 4,000 | 150 | 1st Thursday in October. |
| Southern Baptist Theological Seminary | Greenville, S. C | 1859 | Baptist | J. P. Boyce, D. D | 5 | 6 | 129 | 90,000 | 8,000 | 100 | Last Saturday in April. |
| Theological department of Cumberland University. | Lebanon, Tenn | 1842 | Presbyterian | B. W. McDonnold, D. D., LL. D | 3 | 10 | 30 | 35,000 | 5,000 | 100 | Last Thursday in June. |
| Theological dept. of Baylor University | Independence, Texas | 1864 | Baptist | W. Carey Crane, D. D | 1 | 6 | 15 | | 200 | 100 | 2d Thursday in June. |
| New Hampton Theological Seminary | Fairfax, Va | 1825 | do | Rev. S. M. Whiting, A. M | 2 | 10 | | | 3,000 | 150–250 | 2d Thursday in July. |
| Theological Seminary | Fairfax County, Va | 1823 | Protestant Epis | W. Sparrow, D. D | 3 | 50 | 420 | | 9,000 | 200 | Last Thursday in June. |
| Union Theological Seminary | Hampden Sidney, Va | 1824 | Presbyterian | Robert L. Dabney, D. D. | 4 | 43 | 350 | 160,000 | 6,000 | 250–300 | 2d Tuesday in May. |
| Culver Theological Institute | [illegible], Va | 1867 | Baptist | Rev. J. H. Corey | 1 | 45 | | | | | |
| Nashotah House | Nashotah Lake Summit, Wis. | 1847 | Protestant Epis | A. D. Cole, D. D | 5 | 51 | 165 | | 5,000 | | June 29. |
| Mission House | Howard's Grove, Wis | | Reformed | Rev. H. A. Muhlmeier | | | | | | | |
| The Salesianum | St. Francis, Wis | | Roman Catholic | Thomas Salzman, D. D | 12 | 191 | 225 | | 6,800 | 150–180 | July 1. |
| Norwegian Theological Seminary | Marshall, Wis | | Lutheran | Rev. John Anderson | | | | | | | |
| Theological dept. of Columbian College | Washington, D. C | 1822 | No tests | G. W. Samson, D. D | 3 | 18 | 95 | | | | |

TABLE V.—*Statistics of Law Schools in the United States.*

| Number. | Name. | Location. City or town. | Location. State. | When founded. | President or senior professor. | Number of professors. | Number of students. | Number of alumni. | Number of volumes in library. |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Law School of Yale College | New Haven | Connecticut | 1843 | T. D. Woolsey, D. D., LL. D | 3 | 25 | 263 | *2,150 |
| 2 | Law Department of University of Georgia† | Athens | Georgia | 1867 | William L. Mitchell, A. M | 4 | 11 | 27 | 731 |
| 3 | Law School of University of Chicago | Chicago | Illinois | 1859 | Henry Booth, LL. D | 3 | 59 | 215 | ..... |
| 4 | Law Department of McKendree College | Lebanon | do | 1860 | Henry H. Horton, A. M | 1 | 9 | ..... | ..... |
| 5 | Law School of University of Indiana | Bloomington | Indiana | 1843 | George A. Bicknell, LL. D | 2 | 51 | 250 | 1,000 |
| 6 | Law Department of Iowa State University‡ | Iowa City | Iowa | 1868 | William G. Hammond, LL. D | 4 | 25 | 49 | 1,200 |
| 7 | Law Department of Kentucky University | Lexington | Kentucky | 1865 | M. C. Johnson, LL. D | 3 | 25 | 68 | 2,335 |
| 8 | Law Department of Louisiana University | New Orleans | Louisiana | | Chris. Roselius, LL. D | 6 | ..... | ..... | ..... |
| 9 | Law School of Harvard University | Cambridge | Massachusetts | 1817 | Charles W. Eliot, LL. D | 7 | 150 | 1,638 | 16,000 |
| 10 | Law Department of Michigan University | Ann Arbor | Michigan | 1859 | Henry S. Frieze, LL. D | 4 | 309 | 310 | *3,000 |
| 11 | Law Department of Washington University | St. Louis | Missouri | 1867 | Henry Hitchcock (dean) | 8 | 31 | 21 | 642 |
| 12 | Law School of Hamilton College | Clinton | New York | 1853 | Falkett Evans, LL. D | 2 | 8 | 60 | 5,000 |
| 13 | Law School of Columbia College | New York City | do | 1859 | F. A. P. Barnard, D. D., LL. D | 6 | 230 | 591 | (*) |
| 14 | Albany Law School | Albany | do | 1851 | Ira Harris, LL. D | 3 | 110 | ..... | ..... |
| 15 | Law School of St. Lawrence University | Canton | New York | 1856 | R. Fisk, jr., D. D | 2 | 11 | ..... | ..... |
| 16 | Law School of Cincinnati College | Cincinnati | Ohio | 1832 | Bellamy Storer, LL. D | 3 | 55 | 1,022 | (**) |
| 17 | Ohio State and Union Law College | Cleveland | do | 1856 | John Crowell, LL. D | 3 | 19 | 363 | 3,000 |
| 18 | Law Department of Pennsylvania University | Philadelphia | Pennsylvania | 1850 | Charles J. Stille, LL. D | 1 | 67 | ..... | (*) |
| 19 | Law School of South Carolina University | Columbia | South Carolina | 1847 | C. D. Melton | 2 | 4 | ..... | ..... |
| 20 | Law Department of Cumberland University | Lebanon | Tennessee | 1842 | B. W. McDonnold, D. D., LL. D | 3 | 67 | 600 | 2,000 |
| 21 | Law Department of Nashville University | Nashville | do | | Nathaniel Baxter, LL. D | 3 | ..... | ..... | ..... |
| 22 | Law Department of Baylor University | Independence | Texas | 1845 | R. T. Smyth | 2 | 14 | ..... | ..... |
| 23 | Law School of Virginia University | Charlottesville | Virginia | 1825 | J. B. Minor, LL. D | 3 | 109 | ..... | ..... |
| 24 | Law School of Richmond College | Richmond | do | 1870 | J. L. M. Curry, LL. D | 6 | ..... | ..... | ..... |
| 25 | Law Department of Wisconsin University | Madison | Wisconsin | 1868 | H. S. Orton, LL. D | 5 | 18 | 25 | (††) |
| 26 | Law Department of Columbian College | Washington | Dist. of Columbia | 1826 | Samuel Tyler, LL. D | 4 | 166 | ..... | (‡‡) |
| 27 | Law Department of Howard University | do | do | 1868 | J. M. Langston, A. M | 3 | 60 | ..... | (‡‡) |
| 28 | Law School of Georgetown College | do | do | 1870 | J. Hubley Ashton | 3 | 20 | ..... | (‡‡) |

N. B.—Incompleteness of above table is owing to want of returns from the institutions.
* Access to the general library of the institution allowed the students.
† Confers degree of LL. B. on graduation and degree of "Jurisprudentiæ Doctor" after seven years' honorable practice.
‡ Formerly the Iowa Law School at Des Moines.
§ Formerly the Law School of Transylvania University.
‖ Who is also a professor in Law Department of Columbian College.
** Access to library of the Cincinnati bar allowed.
†† Access to library of the State allowed.
‡‡ Access to Congressional Library allowed.

TABLE VI.—*Statistics of Medical, Dental, and*

| Number. | Name. | Location. | Date of organization. | Matriculation fee. | Graduation fee. |
|---|---|---|---|---|---|
| | **I. MEDICAL AND SURGICAL.** | | | | |
| | **1. "*Regular*" *system.*** | | | | |
| 1 | Medical College of Alabama* | Mobile, Ala | | | |
| 2 | Toland Medical College* | San Francisco, Cal | 1864 | $5 | $40 |
| 3 | Medical department of University of the Pacific | do | 1859 | 5 | 40 |
| 4 | Medical department of Yale College | New Haven, Conn | 1813 | 5 | 25 |
| 5 | Medical College of Georgia | Augusta, Ga | 1832 | 5 | 30 |
| 6 | Atlanta Medical College | Atlanta, Ga | 1855 | 5 | 25 |
| 7 | Savannah Medical College | Savannah, Ga | | 5 | 30 |
| 8 | Indiana Medical College | Indianapolis, Ind | 1869 | 5 | 25 |
| 9 | Rush Medical College | Chicago, Ill | 1842 | 5 | 25 |
| 10 | Chicago Medical College (N. W. Univ'ty, med. dep't) | do | 1859 | 5 | 20 |
| 11 | Medical department of Iowa State University | Iowa City, Iowa | 1870 | | |
| 12 | Keokuk Medical College* | Keokuk, Iowa | 1849 | 5 | 30 |
| 13 | Medical department University of Louisville | Louisville, Ky | 1837 | 5 | 30 |
| 14 | Louisville Medical School* | do | | | |
| 15 | Kentucky School of Medicine* | do | | | |
| 16 | Medical department University of Louisiana | New Orleans, La | 1836 | 5 | 30 |
| 17 | Medical School of Maine, (Bowdoin Col., med. dep't) | Brunswick, Me | 1820 | 5 | 20 |
| 18 | Medical department of Washington University | Baltimore, Md | 1867 | 5 | 20 |
| 19 | Medical School of University of Maryland* | do | 1807 | 5 | 20 |
| 20 | Medical School of Harvard University | Boston, Mass | | | |
| 21 | New England Female Medical College | do | 1848 | 5 | 30 |
| 22 | Medical department of Michigan University | Ann Arbor, Mich | 1850 | 10–25 | 3 |
| 23 | Detroit Medical College | Detroit, Mich | 1868 | 5 | 25 |
| 24 | Missouri Medical College | St. Louis, Mo | 1840 | 5 | 20 |
| 25 | St. Louis Medical College | do | 1842 | 5 | 20 |
| 26 | Medical department of Missouri University* | Columbia, Mo | | | |
| 27 | Kansas City Medical College* | Kansas City, Mo | | | |
| 28 | Medical School* | do | | | |
| 29 | Medical department of Dartmouth College | Hanover, N. H | 1796 | 5 | 20 |
| 30 | College of Physicians and Surgeons | New York City, N. Y | 1807 | 5 | 30 |
| 31 | Albany Medical College | Albany, N. Y | 1838 | 5 | 25 |
| 32 | Medical department of University of City of N. Y | New York City, N. Y | 1841 | 5 | 30 |
| 33 | Medical department of Buffalo University | Buffalo, N. Y | 1846 | 5 | 5 |
| 34 | Long Island College Hospital | Brooklyn, N. Y | 1860 | 5 | 25 |
| 35 | Bellevue Hospital Medical College | New York City, N. Y | 1861 | 5 | 30 |
| 36 | Woman's Medical College of the N. Y. Infirmary | do | 1865 | 5 | 30 |
| 37 | Geneva Medical College* | Geneva, N. Y | | 5 | 20 |
| 38 | Medical College of Ohio | Cincinnati, Ohio | 1819 | 5 | 25 |
| 39 | Cleveland Medical College | Cleveland, Ohio | 1843 | 35 | 30 |
| 40 | Starling Medical College* | Columbus, Ohio | 1847 | | |
| 41 | College of Medicine and Surgery* | Cincinnati, Ohio | 1851 | 5 | 25 |
| 42 | Miami Medical College | do | 1852 | 5 | 25 |
| 43 | Medical department of Willamette University | Salem, Oreg | | 5 | 30 |
| 44 | Medical department of University of Pennsylvania | Philadelphia, Pa | 1765 | 5 | 30 |
| 45 | Jefferson Medical College | do | 1826 | 5 | 30 |
| 46 | Woman's Medical College of Pennsylvania | do | 1850 | 5 | 30 |
| 47 | Medical College of the State of South Carolina | Charleston, S. C | 1824 | 5 | 30 |
| 48 | Medical department of University of South Carolina* | Columbia, S. C | | | |
| 49 | Medical department of University of Nashville* | Nashville, Tenn | 1850 | 5 | 25 |
| 50 | Medical department of East Tennessee University* | Knoxville, Tenn | | | |
| 51 | Medical College of Memphis* | Memphis, Tenn | | 5 | 30 |
| 52 | Texas Medical College* | Galveston, Tex | 1868 | 5 | 25 |
| 53 | Medical department of Vermont University* | Burlington, Vt | | 5 | 25 |
| 54 | Medical department of Virginia University | Charlottesville, Va | 1825 | 25 | 15 |
| 55 | Medical College of Virginia | Richmond, Va | 1838 | 5 | 30 |
| 56 | Medical department of Wisconsin University* | Madison, Wis | | | |
| 57 | Medical department of Georgetown College | Washington, D. C | 1850 | 5 | 30 |
| 58 | Medical department of Columbian College | do | 1858 | 5 | 30 |
| 59 | Medical department of Howard University | do | 1867 | 5 | 30 |
| | **2. "*Eclectic*" *system.*** | | | | |
| 1 | Bennett College of Eclectic Medicine and Surgery | Chicago, Ill | 1868 | 5 | 25 |
| 2 | Eclectic Medical Institute | Cincinnati, Ohio | 1844 | 5 | 25 |
| 3 | Eclectic Medical College | New York City, N. Y | 1866 | 5 | 30 |
| 4 | Eclectic Medical College* | Philadelphia, Pa | 1848 | | |
| 5 | Reform Medical College* | Macon, Ga | | | |

*No recent information has been

*Pharmaceutical Institutions in the United States.*

| President or dean. | Number of professors. | Number of students. | Number of alumni. | Cost of lecture tickets. | Number of volumes in library. | Commencement of lecture course. | Number. |
|---|---|---|---|---|---|---|---|
| | | | | | | | 1 |
| H. H. Toland, M. D | 8 | 19 | ..... | $130 00 | ..... | July | 2 |
| Henry Gibbons, jr., M. D., dean | 12 | 28 | ..... | 130 00 | ..... | July | 3 |
| Charles A. Lindsley, M. D., dean | 8 | 31 | 795 | 102 50 | 2,000 | 2d Thursday in September | 4 |
| L. A. Dugas, M. D., dean | 8 | 97 | 1,136 | 105 00 | 4,000 | 1st Monday in November | 5 |
| J. G. Westmoreland, M. D., dean | 8 | 58 | ..... | 120 00 | 500 | 1st Monday in May | 6 |
| John D. Fish, M. D., dean | 12 | ..... | ..... | 105 00 | ..... | November 1 | 7 |
| R. N. Todd, M. D | 9 | 81 | 27 | 45 00 | ..... | October 18 | 8 |
| J. V. Z. Blaney, A. M., M. D | 12 | ..... | ..... | ..... | ..... | ..... | 9 |
| N. S. Davis, M. D., dean | 16 | 113 | 290 | 50 00 | 1,000 | 1st Monday in October | 10 |
| James Black, D. D | ..... | ..... | ..... | ..... | ..... | September 15 | 11 |
| F. C. Hughes, M. D., dean | 7 | 120 | ..... | 40 00 | ..... | November 1 | 12 |
| J. M. Bodine, M. D., dean | 9 | 234 | 2,000 | 70 00 | 4,000 | 1st Monday in October | 13 |
| E. S. Gaillard, M. D., dean | ..... | ..... | ..... | ..... | ..... | ..... | 14 |
| L. J. Frazer, M. D., dean | ..... | ..... | ..... | ..... | ..... | ..... | 15 |
| T. G. Richardson, M. D., dean | 7 | 225 | 1,356 | 140 00 | 2,000 | November 15 | 16 |
| C. F. Brackett, M. D., dean | 9 | 88 | 1,007 | 70 00 | 3,500 | 3d Thursday in February | 17 |
| C. W. Chancellor, M. D., dean | 9 | 147 | 555 | 120 00 | ..... | 1st Monday in October | 18 |
| G. W. Miltenberger, M. D., dean | 8 | 170 | ..... | 120 00 | ..... | 1st week in October | 19 |
| Charles W. Eliot, LL. D | 12 | 306 | ..... | ..... | ..... | 1st Wednesday in Nov'ber | 20 |
| Stephen Tracy, M. D., dean | 5 | 23 | 79 | 85 00 | 400 | 1st Wednesday in Nov'ber | 21 |
| Abram Sager, M. D., dean | 9 | 340 | 429 | 10 00 | 3,900 | ..... | 22 |
| Edward W. Jenks, M. D | 12 | 61 | 67 | 50 00 | ..... | March 1 | 23 |
| John S. Moore, M. D | 9 | 75 | 920 | 115 00 | ..... | 1st Monday in October | 24 |
| John T. Hodgen, M. D., dean | 8 | 150 | 1,089 | 105 00 | ..... | 2d Monday in October | 25 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 27 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 28 |
| A. D. Smith, D. D., LL. D | 11 | 48 | ..... | 70 00 | ..... | 1st Thursday in August | 29 |
| James W. McLane, M. D., dean | 10 | 333 | 2,496 | 140 00 | 1,200 | October 1 | 30 |
| James McNaughton, M. D | 12 | 86 | 1,081 | 100 00 | 4,500 | 1st Tuesday in September | 31 |
| J. W. Draper, M. D., LL. D | 7 | 218 | 2,897 | 140 00 | ..... | October 12 | 32 |
| Julius F. Miner, M. D., dean | 8 | 119 | 631 | 125 00 | 500 | 1st Wednesday in Nov'ber | 33 |
| T. L. Mason, M. D | 9 | 74 | 315 | 100 00 | ..... | March 1 | 34 |
| A. Flint, jr., M. D., sec | 14 | 436 | 960 | 140 00 | ..... | 2d Wednesday in September | 35 |
| Emily Blackwell, M. D., sec | 11 | 26 | ..... | 105 00 | ..... | 1st Tuesday in October | 36 |
| Isaac Taylor, M. D., dean | 6 | 23 | ..... | ..... | ..... | 1st Wednesday in October | 37 |
| M. B. Wright, M. D., dean | 9 | 186 | 1,635 | 60 00 | 1,500 | 1st week in October | 38 |
| J. L. Cassels, M. D., dean | 10 | 167 | 1,269 | 35 00 | 5,000 | 1st Wednesday in October | 39 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| B. L. Lawson, M. D., dean | 10 | 56 | ..... | 20 00 | ..... | 2d Tuesday in October | 41 |
| George Mendenhall, M. D., dean | 10 | 100 | 273 | 60 00 | ..... | October 1 | 42 |
| Daniel Payton, M. D | 8 | ..... | 26 | 110 00 | ..... | 1st Friday in November | 43 |
| R. E. Rogers, M. D., dean | 13 | 408 | 8,000 | 140 00 | ..... | 2d Monday in October | 44 |
| B. Howard Rand, M. D., dean | 7 | 435 | 5,651 | 140 00 | ..... | 2d Monday in October | 45 |
| Ann Preston, M. D., dean | 8 | 50 | ..... | 105 00 | 1,300 | October 13 | 46 |
| F. M. Robertson, M. D., dean | 9 | ..... | ..... | 130 00 | ..... | 1st Monday in November | 47 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48 |
| John B. Lindsley, M. D | 9 | 209 | 1,186 | 135 00 | 2,000 | 1st Monday in October | 49 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 |
| Alex. Erskine, M. D., dean | 8 | ..... | ..... | 50 00 | ..... | 1st Monday in October | 51 |
| T. J. Heard, M. D | 7 | ..... | ..... | 105 00 | ..... | 1st Monday in December | 52 |
| S. W. Thayer, M. D., dean | 6 | 65 | ..... | 70 00 | ..... | 1st Thursday in March | 53 |
| S. Maupin, M. D | 4 | 60 | 445 | 100 00 | 35,000 | October 1 | 54 |
| L. S. Joynes, M. D., dean | 9 | 35 | 860 | 120 00 | 600 | 1st Monday in October | 55 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 56 |
| Johnson Elliot, M. D., dean | 11 | 110 | ..... | 135 00 | ..... | October 1 | 57 |
| John C. Riley, M. D., dean | 10 | 70 | ..... | 135 00 | ..... | October | 58 |
| Robert Reyburn, M. D., dean | 7 | 40 | ..... | 135 00 | ..... | 1st Wednesday in October | 59 |
| | | | | | | | |
| A. L. Clark, M. D., dean | 11 | 51 | 35 | 50 00 | ..... | 1st Tuesday in October | 1 |
| John M. Scudder, M. D., dean | 7 | 166 | 1,477 | 70 00 | 2,000 | 2d Monday in October | 2 |
| Robert S. Newton, M. D | 8 | 45 | ..... | 100 00 | 500 | October 19 | 3 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 |

received from these institutions.

TABLE VI.—*Statistics of Medical, Dental, and*

| Number. | Name. | Location. | Date of organization. | Matriculation fee. | Graduation fee. |
|---|---|---|---|---|---|
| | **3. "*Botanic*" *system.*** | | | | |
| 1 | Physio-Medical Institute† | Cincinnati, Ohio | 1859 | $5 | $25 |
| | **4. "*Homœopathic*" *system.*** | | | | |
| 1 | Hahnemann Medical College* | Chicago, Ill | | | |
| 2 | Homœopathic Medical College | St. Louis, Mo | 1858 | 5 | 30 |
| 3 | Homœopathic Medical College* | New York City, N. Y | 1859 | 5 | 30 |
| 4 | New York Medical College for Women* | do | 1863 | 5 | 10 |
| 5 | Cleveland Homœopathic Medical College | Cleveland, Ohio | 1849 | 5 | 30 |
| 6 | Homœopathic Medical College for Women | do | 1868 | | |
| 7 | Hahnemann Medical College* | Philadelphia, Pa | | | |
| | **II. DENTAL.** | | | | |
| 1 | Baltimore College of Dental Surgery | Baltimore, Md | 1839 | 5 | 30 |
| 2 | Dental School of Harvard University | Boston, Mass | 1868 | 5 | 30 |
| 3 | Missouri Dental College | St. Louis, Mo | 1866 | 5 | |
| 4 | New York College of Dentistry* | New York City, N. Y | 1865 | | |
| 5 | Pennsylvania College of Dental Surgery | Philadelphia, Pa | 1856 | 5 | 30 |
| 6 | Dental College* | New Orleans, La | | | |
| | **III. PHARMACEUTICAL.** | | | | |
| 1 | California Pharmaceutical Society* | San Francisco, Cal | | | |
| 2 | Chicago College of Pharmacy | Chicago, Ill | 1859 | 2 | 5 |
| 3 | Indiana Pharmaceutical Society* | Indianapolis, Ind | | | |
| 4 | Kansas College of Pharmacy* | Leavenworth, Kans | | | |
| 5 | Louisville College of Pharmacy* | Louisville, Ky | | | |
| 6 | Maryland College of Pharmacy | Baltimore, Md | 1841 | 2 | 10 |
| 7 | Massachusetts College of Pharmacy** | Boston, Mass | 1867 | 2 | 5 |
| 8 | School of Pharmacy, University of Michigan | Ann Arbor, Michigan | 1868 | 20–35 | 5 |
| 9 | East Saginaw Valley Pharmaceutical Association* | East Saginaw, Mich | | | |
| 10 | St. Louis College of Pharmacy | St. Louis, Mo | 1863 | 5 | 5 |
| 11 | New Jersey Pharmaceutical Association* | | | | |
| 12 | Newark Pharmaceutical Association | Newark, N. J | | | |
| 13 | College of Pharmacy of the City of New York | New York City, N. Y | 1829 | 2 | 5 |
| 14 | College of Pharmacy of Baldwin University | Berea, Ohio | 1865 | 5 | 5 |
| 15 | Cincinnati College of Pharmacy* | Cincinnati, Ohio | | | |
| 16 | Philadelphia College of Pharmacy | Philadelphia, Pa | 1821 | 2–4 | 10 |
| 17 | Rhode Island Pharmaceutical Society | Providence, R. I | | | |
| 18 | School of Pharmacy of Howard University* | Washington, D C | | | |
| 19 | Washington Pharmaceutical Society* | do | | | |

*No recent information has been received from these institutions. †There is also a Physio-
from several professors of the Harvard Medical School. §Besides instruction from several professors

*Pharmaceutical Institutions, &c.*—Continued.

| President or dean. | Number of professors. | Number of students. | Number of alumni. | Cost of lecture tickets. | Number of volumes in library. | Commencement of lecture course. | Number. |
|---|---|---|---|---|---|---|---|
| William H. Cook, M. D | 6 | 42 | 81 | $75 00 | ..... | 3d Tuesday in October | 1 |
| F. A. Lord, M. D., registrar | 11 | ..... | ..... | ..... | ..... | October 12 | 1 |
| J. T. Temple, M. D., dean | 7 | 56 | ..... | 90 00 | 900 | November 1 | 2 |
| J. Beakley, M. D., dean | 10 | 86 | ..... | 105 00 | 1,000 | 2d Tuesday in October | 3 |
| Mrs. C. S. Lozier, M. D, dean | 9 | 29 | ..... | 115 00 | ..... | 1st Monday in November | 4 |
| A. O. Blair, M. D | 11 | 100 | ..... | 90 00 | 5,000 | October 11 | 5 |
| George H. Blair, M. D., dean | 8 | ..... | ..... | ..... | ..... | ..... | 6 |
| C. Herring, M. D., dean | 9 | ..... | ..... | ..... | 800 | 2d Monday in October | 7 |
| F. J. S. Gorgas, M. D., dean | 9 | 69 | ..... | 120 00 | ..... | October 15 | 1 |
| N. C. Keep, M. D., D. M. D., dean | ‖ 6 | 27 | 12 | 110 00 | 100 | 1st Wednesday in Nov'ber | 2 |
| Homer Judd, M. D., D. D. S., dean | § 5 | 16 | 30 | 100 00 | ..... | 2d Monday in October | 3 |
| N. W. Kingsley | 11 | 42 | ..... | 150 00 | ..... | October 15 | 4 |
| T. L. Buckingham, D. D. S., dean | 8 | 83 | 451 | 100 00 | ..... | 1st Monday in November | 5 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 |
| James G. Steele, dean | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| N. G. Bartlett, dean | 4 | 32 | 2 | 30 00 | 2,000 | 1st Monday in October | 2 |
| H. Vansweringen | ..... | ..... | ..... | ..... | ..... | ..... | 3 |
| Robert J. Brown | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| C. Lewis Diehl | ..... | ..... | ..... | ..... | ..... | ..... | 5 |
| J. Brown Baxley, dean | 3 | 40 | 70 | 30 00 | 300 | 3d Tuesday in October | 6 |
| G. F. H. Markoe, dean | 3 | 35 | 15 | 36 00 | 450 | 2d Monday in October | 7 |
| A. B. Prescott, M. D | 4 | 37 | 51 | ..... | ..... | October 1 | 8 |
| S. S. Garrigues | ..... | ..... | ..... | ..... | ..... | ..... | 9 |
| William H. Crawford | 3 | 20 | 25 | 30 00 | ..... | 1st Monday in October | 10 |
| C. H. Dalrymple | ..... | ..... | ..... | ..... | ..... | ..... | 11 |
| C. W. Badger | ..... | ..... | ..... | ..... | ..... | ..... | 12 |
| William Hegeman | 3 | 70 | ..... | 30 00 | 450 | 1st Monday in October | 13 |
| W. D. Godman, D. D | 3 | 8 | ..... | 45 00 | ..... | 3d Thursday in November | 14 |
| W. J. M. Gordon | ..... | ..... | ..... | ..... | ..... | ..... | 15 |
| Robert Bridges, M. D., dean | 3 | 198 | 752 | 36 00 | 2,500 | October 1 | 16 |
| Albert L. Calder | ..... | ..... | ..... | ..... | ..... | ..... | 17 |
| Gen. O. O. Howard | ..... | ..... | 1 | ..... | ..... | ..... | 18 |
| R. B. Furguson | ..... | ..... | ..... | ..... | ..... | ..... | 19 |

Medical College for women, (Prof. A. Curtis, M. D., dean,) to be opened. ‖ Besides instruction of the St. Louis Medical College. ** Originally incorporated as a society in 1852, instituted in 1823.

TABLE VII.—*Statistics of normal schools in the United States, compiled*

| Number. | Name. | LOCATION. | | Date of organizat'n. | Principal. |
|---|---|---|---|---|---|
| | | City or town. | State. | | |
| 1 | State Normal Classes, (3) | Huntsville | Alabama | | |
| 2 | State Normal Classes, (2) | Talladega | do | | |
| 3 | State Normal Class | Pottersville | do | | |
| 4 | State Normal Class | Montgomery | do | | |
| 5 | State Normal Class | Evergreen | do | | |
| 6 | State Normal Class | Mobile | do | | |
| 7 | | | Arkansas | | |
| 8 | State Normal School | San José | California | 1862 | Rev. W. T. Lucky, A. M |
| 9 | State Normal School | New Britain | Connecticut | 1849 | J. N. Carleton |
| 10 | State Normal University | Wilmington | Delaware | 1867 | J. C. Harkness |
| 11 | East Florida Seminary | Gainesville | Florida | | |
| 12 | West Florida Seminary | | do | | |
| 13 | Normal dep't Atlanta Univ'y. | Atlanta | Georgia | | E. A. Ware |
| 14 | State Normal University | Normal | Illinois | 1857 | R. Edwards, LL. D |
| 15 | County Normal School | Blue Island | do | 1868 | D. S. Wentworth |
| 16 | County Normal School | Peoria | do | 1868 | |
| 17 | County Normal School | Bureau County | do | | A. Ethridge |
| 18 | City Normal School | Chicago | do | | |
| 19 | State Normal School | Terre Haute | Indiana | 1867 | W. A. Jones |
| 20 | City Training School | Fort Wayne | do | 1867 | Mary H. Swann |
| 21 | City Training School | Indianapolis | do | 1867 | Amanda F. Funnell |
| 22 | Normal dep't Iowa Univ'y | Iowa City | Iowa | 1866 | S. N. Fellows |
| 23 | City Training School | Davenport | do | 1863 | Mrs. M. A. McGonegal |
| 24 | State Normal School | Emporia | Kansas | 1864 | L. B. Kellogg |
| 25 | Ely Normal School | Louisville | Kentucky | | |
| 26 | Normal dep't Berea College | Berea | do | | E. H. Fairchild, D. D |
| 27 | New Orleans Normal School | New Orleans | Louisiana | 1858 | Mrs. K. Shaw |
| 28 | Normal dep't Straight Univ'y | do | do | 1869 | J. W. Healey |
| 29 | Eastern State Normal School | Castine | Maine | 1867 | G. T. Fletcher |
| 30 | Western State Normal School | Farmington | do | 1863 | C. C. Rounds |
| 31 | State Normal School | Baltimore | Maryland | 1865 | M. A. Newell |
| 32 | State Normal School | Westfield | Massachusetts | 1839 | J. W. Dickinson |
| 33 | State Normal School | Framingham | do | 1839 | Annie E. Johnson |
| 34 | State Normal School | Salem | do | 1854 | D. B. Hagar |
| 35 | State Normal School | Bridgewater | do | 1840 | Albert G. Bayden. A. M |
| 36 | City Normal School | Boston | do | | |
| 37 | City Normal School | Worcester | do | | |
| 38 | State Normal School | Ypsilanti | Michigan | 1849 | D. P. Mayhew |
| 39 | First State Normal School | Winona | Minnesota | | W. F. Phelps, A. M |
| 40 | Second State Normal School | Mankato | do | | G. M. Gage |
| 41 | Third State Normal School | St. Cloud | do | | Ira Moore |
| 42 | Normal and Man'l Labor Sc'l | Tugaloo | Mississippi | | |
| 43 | Normal dep't Missouri Univ'y | Columbia | Missouri | 1867 | D. Read, LL. D |
| 44 | Central Normal School | Sedalia | do | | George P. Beard, A. M. |
| 45 | City Normal School | St. Louis | do | 1857 | Anne C. Brackett |
| 46 | State Normal School | Peru | Nebraska | 1867 | J. M. McKinzie |
| 47 | | | Nevada | | |
| 48 | | | New Hampshire. | | |
| 49 | State Normal School | Trenton | New Jersey | | John S. Hart, LL. D |
| 50 | Farnum Prep'tory Nor. Sch'l. | Beverly | do | | do |
| 51 | State Normal School | Albany | New York | 1844 | Joseph Alden |
| 52 | State Normal School | Oswego | do | 1861 | E. A. Sheldon |
| 53 | State Normal School | Brockport | do | 1866 | |
| 54 | State Normal School | Cortland | do | 1866 | James H. Hoose |
| 55 | State Normal School | Fredonia | do | 1867 | Dr. John W. Armstrong |
| 56 | State Normal School | Potsdam | do | 1866 | M. McVicar |
| 57 | State Normal School | Buffalo | do | 1867 | |
| 58 | State Normal School | Geneseo | do | 1867 | |
| 59 | State Normal School | Millersville | Pennsylvania | 1859 | E. Brooks |
| 60 | State Normal School | Edinboro | do | 1861 | J. A. Cooper |
| 61 | State Normal School | Bloomsburg | do | 1869 | H. Carver |
| 62 | State Normal School | Mansfield | do | 1862 | Charles H. Verrill |
| 63 | State Normal School | Kutztown | do | 1866 | John S. Ermentraut |
| 64 | Girls' Normal School | Philadelphia | do | 1848 | G. W. Fetter |
| 65 | Southwestern Normal School | Lebanon | Ohio | | A. Halbrook |
| 66 | | | Oregon | | |
| 67 | State Normal School | Bristol | Rhode Island | 1852 | |
| 68 | Normal class Avery Institute | Charleston | South Carolina | | |
| 69 | Normal class Fish University | Nashville | Tennessee | | Prof. Spence |
| 70 | | | Texas | | |
| 71 | State Normal School | Johnson | Vermont | 1867 | |
| 72 | State Normal School | Randolph | do | 1867 | |
| 73 | State Normal School | Castleton | do | 1868 | |
| 74 | Normal and Agricultural Sc'l | Hampton | Virginia | 1868 | Gen. L. C. Armstrong |
| 75 | State Normal School | Marshall Col. P. O | West Virginia | 1868 | S. R. Thompson |
| 76 | State Normal School | West Liberty | do | 1870 | F. H. Crage |
| 77 | State Normal School | Fairmont | do | 1869 | J. C. Gilchrist |
| 78 | State Normal School | Platteville | Wisconsin | 1866 | E. A. Charleton |
| 79 | State Normal School | Whitewater | do | 1867 | Oliver Arey, A. M |
| 80 | State Normal School | Madison | do | 1862 | |
| 81 | State Normal School | Oshkosh | do | 1867 | |

Normal Department of Lincoln Institute, Jefferson City, Mo.

*from the most recent reports sent to the United States Bureau of Education.*

| No. of instructors. | NO. OF STUDENTS. Male. | Fem. | Total. | Whole No. graduates. | Course of study. | No. vols. in library. | Annual appropriation from State or city. | Annual expense to each student. | Time of anniversary. | Number. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 1 |
| | | | | | | | | | | 2 |
| | | | 300 | | | | | | | 3 |
| | | | | | | | | | | 4 |
| | | | | | | | | | | 5 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 7 |
| 4 | 22 | 166 | 188 | 120 | 2 years. | 1,500 | $8,000 00 | | May | 8 |
| | | | 132 | | 3 years. | | | | | 9 |
| 8 | | | 188 | | | | | | | 10 |
| | 75 | | 90 | | | | | | | 11 |
| | 75 | 73 | 148 | | | | | | | 12 |
| 6 | 62 | 27 | 89 | | | | | | | 13 |
| 6 | 169 | 244 | 413 | 99 | 3 years. | 3,000 | 12,500 00 | $100 to 200 | Third Thursday in June | 14 |
| | | | | | | | | | | 15 |
| | | | | | | | | | | 16 |
| | | | | | | | | | | 17 |
| | | | | | | | | | | 18 |
| | | | 75 | | 2 to 4 yrs. | | | | | 19 |
| 2 | | 10 | 10 | 9 | | 1,000 | 2,500 00 | | Second week in June | 20 |
| 1 | | 12 | 12 | | | | [univ. fund. | | | 21 |
| 2 | 36 | 64 | 100 | 102 | | | Supported by | 150 to 200 | Last Thursday in June | 22 |
| 2 | | 13 | 13 | 42 | | 91 | | | Last week in June | 23 |
| | 75 | 76 | 151 | | | | | | | 24 |
| | | | | | | | | | | 25 |
| | | | | | | | | | | 26 |
| 16 | | 195 | 195 | 50 | | | | | Third Saturday in June | 27 |
| 3 | 20 | 40 | 60 | | 3 years. | | | | | 28 |
| 8 | | | 280 | | 2 years. | 1,200 | 2,000 00 | 180 00 | Third Thursday in March | 29 |
| 7 | | | 140 | | 2 years. | | 4,400 00 | | | 30 |
| 7 | 24 | 120 | 144 | 102 | 2 years. | 500 | 8,000 00 | | Last week in May | 31 |
| | | | 167 | | 2 to 4 yrs. | 1,300 | 8,500 00 | 160 00 | Third Thursday in July | 32 |
| 8 | | 130 | 130 | 1,148 | | 100 | 8,500 00 | 163 00 | Last Tuesday of each term | 33 |
| | | 216 | 216 | 552 | | 8,000 | 8,500 00 | 175 00 | Last of Jan. and first July | 34 |
| | 43 | 119 | 162 | 1,062 | | 5,000 | 8,500 00 | 200 00 | Second week in July | 35 |
| | | | | | | | | | | 36 |
| | | | | | | | | | | 37 |
| 11 | | | 342 | 230 | 4 years. | | 10,000 00 | | | 38 |
| 7 | 38 | 147 | 185 | 41 | 2 years. | 3,000 | 5,000 00 | 160 00 | Fourth week in June | 39 |
| 5 | 38 | 98 | 136 | | 2 years. | | | | | 40 |
| 4 | 10 | 42 | 52 | | 2 years. | | | | | 41 |
| | | | | | | | | | | 42 |
| 5 | 40 | 41 | 81 | | | 3,000 | | 140 to 20 | Last Thursday in July | 43 |
| | | | | | | | | | | 44 |
| 6 | | 104 | 104 | 190 | | 91 | 3,531 95 | 75 14 | Third week in June | 45 |
| | | | 102 | | 3 years. | 50 | | 150 00 | Last week in June | 46 |
| | | | | | | | | | | 47 |
| | | | | | | | | | | 48 |
| 7 | 20 | 143 | 279 | | | 3,000 | 10,000 State. | 150 00 | Last Thursday Jan. & June. | 49 |
| 7 | 83 | 111 | 194 | | | 1,000 | 2,400 Far. est. | 160 00 | June and December | 50 |
| | | | 375 | 1,709 | | 1,200 | 16,000 00 | 180 00 | | 51 |
| | | | 432 | 314 | | 241 | 16,000 00 | 160 00 | July 8 and February 4 | 52 |
| | | | 234 | 10 | | 750 | 12,000 00 | | | 53 |
| | | | 135 | | | | | | | 54 |
| | | | 96 | 2 | | | 12,000 00 | | | 55 |
| | | | 37 | | | | | | | 56 |
| | | | | | | | | | | 57 |
| | | | | | | | | | | 58 |
| | | | 658 | 130 | | 3,900 | 5,000 00 | 200 00 | Third Thursday in July | 59 |
| | | | 425 | 30 | | 1,662 | 5,000 00 | 170 00 | | 60 |
| | | | 150 | 67 | | 630 | 5,000 00 | 184 00 | Third Thursday in June | 61 |
| | | | 337 | | | 2,000 | 5,000 00 | 178 00 | | 62 |
| | | | 343 | | | | | | | 63 |
| 11 | | 370 | 370 | 1,019 | | 500 | 11,925 24 | 2 75 | February and July | 64 |
| 6 | 239 | 145 | 384 | | | | | | | 65 |
| | | | | | | | | | | 66 |
| | | | | | | | | | | 67 |
| | | | | | | | | | | 68 |
| | | | | | | | | | | 69 |
| | | | | | | | | | | 70 |
| 4 | 69 | 108 | 177 | 29 | | 500 | | 150 00 | | 71 |
| 2 | 167 | 171 | 338 | 35 | | 500 | | 160 00 | Third Wednesday in Feb | 72 |
| | | | | | | | | | | 73 |
| 5 | 70 | | 70 | | 3 years. | | | | | 74 |
| 5 | 70 | 48 | 118 | | 2 to 4 yrs. | | 2,500 00 | 200 00 | | 75 |
| 2 | 24 | 25 | 49 | | 2 to 4 yrs. | | | | | 76 |
| | | | 50 | | 2 to 4 yrs. | | | | | 77 |
| | | | 184 | | 3 years. | 600 | 8,000 to 10,000 | 50 00 | Last week in June | |
| 11 | 70 | 118 | 188 | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

an annual State appropriation of $5,000, is only just developing.

TABLE VIII.—*Statistics of agricultural and scientific schools in the United States.**

| Number. | Name. | Location. | | Acres in scrip. | Date of acceptance. | Date of establishment. | President. | Number of instructors. | Number of students. |
|---|---|---|---|---|---|---|---|---|---|
| | | City or town. | State. | | | | | | |
| | ..... | ..... | Alabama | 240,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Arkansas | 150,000 | ..... | ..... | ..... | ..... | ..... |
| 1 | Agricultural, Mining, and Mechanic Arts College | Berkeley | California | 150,000 | Mar. 31, 1866 | Mar. 31, 1866 | John Le Conte | ..... | ..... |
| 2 | Sheffield Scientific School of Yale College | New Haven | Connecticut | 180,000 | June 24, 1863 | June 24, 1863 | Rev. T. D. Woolsey, D.D., LL.D. | 22 | 141 |
| 3 | Delaware State College | Newark | Delaware | 90,000 | Feb. 17, 1867 | Mar. 14, 1867 | ..... | ..... | ..... |
| | ..... | ..... | Florida | 90,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Georgia | 270,000 | ..... | ..... | ..... | ..... | ..... |
| 4 | Illinois Industrial University | Urbana | Illinois | 480,000 | Jan. 25, 1867 | Feb. 28, 1867 | John M. Gregory, LL.D | 12 | 75 |
| 5 | Indiana Agricultural College | ..... | Indiana | 390,000 | Mar. 6, 1865 | ..... | ..... | ..... | ..... |
| 6 | Iowa State Agricultural College and Farm | Ames | Iowa | 240,000 | Sept. 11, 1862 | Mar. 29, 1866 | A. S. Welch, A. M | 7 | 168 |
| 7 | Kansas State Agricultural College | Manhattan | Kansas | 90,000 | Feb. 8, 1863 | Feb. 16, 1863 | Rev. J. Denison, D. D. | 7 | 173 |
| 8 | Agri. and Mech'l Dep't, Kentucky University | Lexington | Kentucky | 330,000 | Jan. 27, 1863 | Feb. 22, 1865 | Henry H. White, A. M | 9 | 283 |
| | ..... | ..... | Louisiana | 210,000 | ..... | ..... | ..... | ..... | ..... |
| 9 | Maine College of Agricult'l and Mechanic Arts | Orono | Maine | 210,000 | Mar. 25, 1863 | Feb. 25, 1865 | M. C. Fernald, A. M | 4 | 27 |
| 10 | State Agricultural College | Hyattsville | Maryland | 210,000 | Jan. 24, 1864 | ..... | Rev. S. Regester, D. D | 6 | 98 |
| 11 | Massachusetts Agricultural College | Amherst | Massachusetts | 360,000 | ..... | April 29, 1863 | W. S. Clark, Ph. D | 10 | 85 |
| 12 | Massachusetts Institute of Technology | Boston | do | ..... | ..... | April 10, 1861 | ..... | ..... | ..... |
| 13 | Worcester Institute of Industrial Science | Worcester | do | ..... | ..... | ..... | C. O. Thompson | 5 | 64 |
| 14 | Scientific School, Harvard College | Cambridge | do | ..... | ..... | ..... | Walcott Gibbs, M. D | 8 | 43 |
| 15 | Michigan State Agricultural College | Lansing | Michigan | 240,000 | Feb. 25, 1863 | Mar. 18, 1863 | T. E. Abbott | 6 | 79 |
| 16 | Agricultural College of Minnesota | St. Paul | Minnesota | 120,000 | Mar. 2, 1865 | Jan. —, 1868 | ..... | ..... | ..... |
| | ..... | ..... | Mississippi | 210,000 | ..... | ..... | ..... | ... | ..... |
| 17 | Agricultural Department, Missouri University | ..... | Missouri | 330,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Nebraska | 90,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Nevada | 90,000 | Mar. 9, 1865 | ..... | ..... | ..... | ..... |
| 18 | New Hampshire Col. of Agri. and Mechanic Arts | Hanover | New Hampshire | 150,000 | July 9, 1863 | July 9, 1866 | Rev. A. D. Smith, D. D., LL.D. | 8 | 10 |
| 19 | Chandler Scientific School | do | do | ..... | ..... | ..... | Do | 12 | 51 |
| 20 | Rutger's Scientific School | New Brunswick | New Jersey | 210,000 | Mar. 21, 1863 | April 4, 1864 | Rev. W. N. Campbell, D. D., LL.D. | 9 | 53 |
| 21 | Cornell University | Ithaca | New York | 990,000 | May 14, 1863 | April 27, 1865 | A. D. White, LL.D. | 8 | 63 |
| | ..... | ..... | North Carolina | 270,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Ohio | 630,000 | April 13, 1865 | ..... | ..... | ..... | ..... |
| | ..... | ..... | Oregon | 90,000 | Oct. 9, 1862 | ..... | ..... | ..... | ..... |
| 22 | Agricultural College of Pennsylvania | ..... | Pennsylvania | 780,000 | May 1, 1863 | ..... | ..... | ..... | ..... |
| 23 | Scientific School of Brown University | Providence | Rhode Island | 120,000 | Jan. 23, 1863 | ..... | George I. Chace, LL.D. | 8 | ..... |
| | ..... | ..... | South Carolina | 180,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Tennessee | 300,000 | ..... | ..... | ..... | ..... | ..... |
| | ..... | ..... | Texas | 180,000 | ..... | ..... | ..... | ..... | ..... |
| 24 | Vermont State Agricultural College | Burlington | Vermont | 150,000 | Nov. 11, 1863 | Nov. 22, 1864 | ..... | ..... | ..... |
| | ..... | ..... | Virginia | 300,000 | ..... | ..... | ..... | .... | ..... |
| 25 | Agricultural College of West Virginia | Morgantown | West Virginia | 150,000 | Oct. 3, 1863 | Feb. 7, 1867 | ..... | ..... | ..... |
| 26 | College of Arts, University of Wisconsin | Madison | Wisconsin | 240,000 | April 2, 1862 | April 12, 1866 | P. A. Chadbourne | 3 | ..... |

* So far as they have been reported to the U. S. Bureau of Education.

TABLE IX. [illegible]*

| Name | Location | | Principal | Year of establishment | Number of academic | Number of students | Number of volumes in library |
|---|---|---|---|---|---|---|---|
| | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible]

TABLE X.—*Statistics of institutions for the deaf and dumb in the United States*

| Name. | City or town and State. | Year of foundation. | Principal. | Number of inmates at date of last report. | | | Number under instruction during year last reported. | | | Number of instructors. | Income for year last reported. | Expenditure for year last reported. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Males. | Females. | Total. | Males. | Females. | Total. | | | |
| Institution for Deaf, Dumb, and Blind | Talladega, Ala | 1858 | Jos. H. Johnson, M. D | ..... | ..... | ..... | 18 | 22 | 40 | 2 | $14,449 81 | $11,324 28 |
| Institution for Deaf and Dumb | Little Rock, Ark | 1867 | E. P. Caruthers, M. A | ..... | ..... | ..... | 13 | 10 | 23 | 2 | 11,900 00 | ..... |
| Institution for Deaf, Dumb, and Blind | Oakland, Cal | 1866 | Warring Wilkinson, M. A | ..... | ..... | 60 | 35 | 25 | 60 | 3 | 222,140 32 | 217,552 66 |
| American Asylum for Deaf and Dumb | Hartford, Conn | 1817 | Rev. Collins Stone, M. A | ..... | ..... | ..... | 165 | 117 | 282 | 13 | 86,686 51 | 85,873 82 |
| | Delaware* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for the Deaf and Dumb | Cave Spring, Ga | 1846 | Wesley O'Conner | ..... | ..... | ..... | 29 | 28 | 57 | 3 | 14,000 00 | 13,857 90 |
| Institution for the Deaf and Dumb | Jacksonville, Ill | 1846 | P. G. Gillett, A. M | ..... | ..... | 224 | 141 | 113 | 284 | 14 | 119,922 79 | 115,900 56 |
| Institution for the Deaf and Dumb | Indianapolis, Ind | 1844 | Rev. P. MacIntire, M. A | ..... | ..... | ..... | 112 | 102 | 214 | 11 | 107,657 87 | 73,442 77 |
| Deaf and Dumb Institution | Iowa City, Iowa | 1855 | Rev. Benjamin Talbot, A. M | 50 | 37 | 87 | 66 | 44 | 110 | 5 | 34,706 58 | 29,887 82 |
| Institution for the Deaf and Dumb | Olathe, Kansas | 1862 | Louis H. Jenkins, M. A | ..... | ..... | 38 | 21 | 14 | 35 | 2 | ..... | ..... |
| Institution for Deaf-mutes | Danville, Ky | 1823 | J. A. Jacobs, jr | ..... | ..... | ..... | 41 | 36 | 77 | 6 | 26,433 37 | 22,358 52 |
| Institution for Deaf and Dumb and Blind | Baton Rouge, La | 1852 | J. A. McWhorter, M. A | ..... | ..... | ..... | 8 | 12 | 20 | 2 | ..... | ..... |
| | Maine† | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for Deaf and Dumb | Frederick, Md | 1868 | Charles W. Ely, M. A | ..... | ..... | ..... | 41 | 18 | 59 | 3 | 16,662 38 | 15,477 00 |
| Eye and Ear Infirmary | Massachusetts‡ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Clarke Institution for Deaf-mutes | Northampton, Mass | 1867 | Harriet B. Rodgers | ..... | ..... | ..... | 24 | 17 | 41 | 5 | 18,746 36 | 12,595 30 |
| Institution for Deaf, Dumb, and Blind | Flint, Mich | 1854 | Egbert L. Bangs, A. M | ..... | ..... | 145 | 78 | 58 | 136 | 9 | 124,572 13 | 124,572 13 |
| Institution for Deaf, Dumb, and Blind | Faribault, Minn | 1863 | J. L. Noyes, A. M | ..... | ..... | 51 | 33 | 22 | 55 | 7 | 29,640 26 | 25,983 42 |
| Institution for Deaf-mutes | Jackson, Miss§ | 1856 | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for the Deaf and Dumb | Fulton, Mo | 1851 | W. D. Kerr, M. A | ..... | ..... | ..... | 54 | 77 | 131 | 5 | 17,259 83 | 14,112 10 |
| Institution for Deaf and Dumb | Omaha, Nebr | 1869 | W. M. French | ..... | ..... | ..... | 6 | 6 | 12 | 1 | 2,995 00 | 2,179 03 |
| | Nevada‖ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | New Hampshire ¶ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | New Jersey** | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for the Deaf and Dumb | New York City, N. Y. | 1818 | Isaac L. Peet, M. A | ..... | ..... | ..... | 309 | 216 | 525 | 28 | 193,789 53 | 193,789 53 |
| Institution for Deaf, Dumb, and Blind | Raleigh, N. C | 1845 | W. J. Palmer, Ph. D | ..... | ..... | ..... | 69 | 51 | 111 | 8 | 42,076 73 | 42,076 73 |
| Institution for the Deaf and Dumb | Columbus, Ohio | 1827 | Gilbert O. Fay, M. A | 151 | 115 | 266 | 178 | 130 | 308 | 15 | 70,495 28 | 70,101 08 |
| | Oregon | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for the Deaf and Dumb | Philadelphia, Penn | 1820 | Joshua Foster | ..... | ..... | ..... | 122 | 96 | 218 | 10 | 64,351 77 | 58,684 58 |
| | Rhode Island †† | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for Deaf and Dumb and Blind | Cedar Spring, S. C | 1849 | N. F. Walker | ..... | ..... | ..... | 18 | 4 | 22 | 2 | 19,649 62 | 22,780 10 |
| Deaf and Dumb School | Knoxville, Tenn | 1845 | J. H. Ijams, B. A | ..... | ..... | ..... | 47 | 28 | 75 | 5 | 22,892 03 | 21,451 25 |
| Institution for the Deaf and Dumb | Austin, Texas | 1857 | J. A. Van Nostrand, M. A | ..... | ..... | ..... | 19 | 6 | 25 | 3 | 11,000 00 | 5,901 46 |
| | Vermont‡‡ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Institution for Deaf and Dumb and Blind | Staunton, Va | 1839 | J. C. Covell, M. A | ..... | ..... | ..... | 45 | 31 | 76 | 5 | 43,881 60 | 41,334 24 |
| Institution for Deaf and Dumb and Blind | Romney, W. Va | 1870 | H. H. Hollister, M. A | ..... | ..... | ..... | 14 | 8 | 22 | 2 | ..... | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Institution for the Deaf and Dumb | Delavan, Wis | 1859 | E. C. Stone, M. A | ... | ... | ... | 69 | 43 | 112 | 7 | 36,718 19 | 30,269 44 |
| Institution for the Deaf and Dumb | Washington, D. C | 1857 | E. M. Gallaudet, Ph. D., LL.D., Pres't | 93 | 29 | 122 | 101 | 18 | 119 | 7 | 95,946 75 | 100,851 03 |
| Catholic Institution for Deaf and Dumb | St. Louis, Mo | .. | Mother Stanislaus | .. | .. | .. | | 21 | 22 | 1 | ..... | ..... |
| Institution for Improved Instruction of Deaf mutes. | New York City, N. Y | 1864 | F. A. Rising, M. A | ... | ... | ... | 13 | 10 | 23 | 3 | 8,353 48 | 8,050 04 |
| St. Mary's Asylum | Buffalo, N. Y | 1862 | Sister Mary Ann | .... | .. | .. | 21 | 33 | 54 | 4 | ..... | ..... |
| Pittsburg Day School | Pittsburg, Penn | 1869 | A. Woodside | .. | ... | .. | ... | .. | 20 | 2 | ..... | ..... |
| Boston Day School | Boston, Mass | 1869 | Sarah Fuller | .. | ... | | 9 | 18 | 36 | 4 | ..... | ..... |
| National Deaf Mute College | Washington, D. C. | 1864 | E. M. Gallaudet, Ph. D., LL.D., Pres't. | .. | .. | .. | 51 | 1 | 52 | 6 | ..... | ..... |

*Sends 4 pupils to Philadelphia.
†Sends 59 pupils to Hartford, Conn.
‡Sends 122 pupils to Hartford, Conn.
§Sends pupils to Louisiana.
‖Sends 2 pupils to California.
¶Sends 15 pupils to Hartford, Conn.
**Sends 11 pupils to Philadelphia, 34 to New York, and 2 to Hartford, Conn.
††Sends 5 pupils to Hartford, Conn.
‡‡Sends 15 pupils to Hartford, Conn.

NOTE.—The National Deaf Mute College is a department in the Columbia Institution for Deaf and Dumb, its students and teachers having been enumerated in the statistics given of the Columbia Institution.

TABLE XI.—*Institutions for the insane in the United States*

| Number. | Name. | Location. | | Foundation. | Date of opening | Superintendent. | Number of patients on Dec. 1, 1868. |
|---|---|---|---|---|---|---|---|
| | | City or town. | State. | | | | |
| 1 | Hospital for the Insane | Tuscaloosa | Alabama | State | 1860 | Peter Bryce | 160 |
| 2 | Insane Asylum | Stockton | California | State | 1851 | G. A. Shurtleff | 362 |
| 3 | Retreat for the Insane | Hartford | Connecticut | Corporate | 1824 | John S. Butler | 161 |
| 4 | Lunatic Asylum | Litchfield | do | Private | 1858 | W. P. Buell | 20 |
| 5 | General Hospital for the Insane | Middletown | do | State | 1868 | A. M. Shaw | 101 |
| 6 | Lunatic Asylum | Milledgeville | Georgia | State | 1842 | Thomas F. Greene | 389 |
| 7 | Hospital for the Insane | Jacksonville | Illinois | State | 1851 | H. F. Carriel | 350 |
| 8 | Hospital for the Insane | Indianapolis | Indiana | State | 1848 | Orpheus Everts | 318 |
| 9 | Hospital for the Insane | Mount Pleasant | Iowa | State | 1861 | Mark Ranny | 378 |
| 10 | Kansas Insane Asylum | Osawatomie | Kansas | State | 1868 | C. O. Game | 15 |
| 11 | Eastern Lunatic Asylum | Lexington | Kentucky | State | 1824 | W. S. Chipley* | 340 |
| 12 | Western Lunatic Asylum | Hopkinsville | do | State | 1854 | James Rodman | 288 |
| 13 | Insane Asylum | Jackson | Louisiana | State | 1848 | Preston Pond | 151 |
| 14 | Insane Hospital | Augusta | Maine | State | 1840 | Henry M. Harlow | 340 |
| 15 | Maryland Hospital | Baltimore | Maryland | State | 1834 | W. T. Stewart | 120 |
| 16 | Mount Hope Institution | do | do | Private | 1842 | W. H. Stokes | 185 |
| 17 | The Sheppard Asylum | do | do | Corporate | 1868 | | (†) |
| 18 | McLean Asylum | Somerville | Massachusetts | Corporate | 1818 | John E. Tyler | 178 |
| 19 | Lunatic Hospital | Worcester | do | State | 1833 | Merrick Bemis | 386 |
| 20 | Boston City Lunatic Asylum | Boston | do | City | 1839 | Clement A. Walker | 184 |
| 21 | Lunatic Hospital | Taunton | do | State | 1854 | W. W. Goulding | 392 |
| 22 | Lunatic Asylum | Northampton | do | State | 1858 | Pliny Earle | 411 |
| 23 | Asylum for the Insane | Kalamazoo | Michigan | State | 1859 | E. H. Van Deusen | 238 |
| 24 | Hospital for the Insane | St. Peter | Minnesota | State | 1865 | C. K. Bartlett | 108 |
| 25 | Lunatic Asylum | Jackson | Mississippi | State | 1855 | A. B. Cabaniss* | 145 |
| 26 | Lunatic Asylum | Fulton | Missouri | State | 1851 | C. H. Hughes | 369 |
| 27 | Asylum for the Insane | Concord | New Hampshire | State | 1842 | J. P. Bancroft | 235 |
| 28 | Lunatic Asylum | Trenton | New Jersey | State | 1848 | H. A. Buttolph | 590 |
| 29 | Bloomingdale Asylum | Bloomingdale | New York | Corporate | 1821 | D. Tilden Brown | 164 |
| 30 | New York City Lunatic Asylum | New York City | do | City | 1839 | R. L. Parsons | 1,038 |
| 31 | Lunatic Asylum | Utica | do | State | 1843 | John P. Gray | 572 |
| 32 | Sandford Hall | Flushing | do | Private | 1847 | John W. Barstow | 30 |
| 33 | Brigham Hall | Canandaigua | do | Private | 1855 | G. Cook and J. B. Chapin | 67 |
| 34 | Kings County Lunatic Asylum | Flatbush | do | County | 1855 | Edward R. Chapin | 597 |
| 35 | Asylum for Insane Convicts | Auburn | do | State | 1858 | Charles E. Van Anden | 76 |
| 36 | The Marshall Infirmary | Troy | do | County | 1859 | J. D. Lomax | 117 |
| 37 | The Willard Asylum | Ovid | do | State | 1868 | J. B. Chapin | |
| 38 | The Hudson River Hospital | Poughkeepsie | do | State | 1868 | J. M. Cleaveland | (‡) |
| 39 | Insane Asylum | Raleigh | North Carolina | State | 1856 | Eugene Grissom | 317 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 40 | Central Lunatic Asylum | Columbus | Ohio | State | 1838 | William L. Peck | 320 |
| 41 | Longview Asylum | Mill Creek | ...do | County | 1833 | O. M. Langdon | 438 |
| 42 | Northern Lunatic Asylum | Newburg | ...do | State | 1855 | T. M. Lewis | 265 |
| 43 | Southern Lunatic Asylum | Dayton | ...do | State | 1855 | Richard Gundry | 250 |
| 44 | Friends' Asylum | Philadelphia | Pennsylvania | Corporate | 1817 | J. H. Worthington | 55 |
| 45 | Insane Department Philadelphia Hospital | ...do | ...do | County | ... | D. D. Richardson | 674 |
| 46 | Pennsylvania Hospital for the Insane | ...do | ...do | Corporate | 1842 | Thomas S. Kirkbride | 349 |
| 47 | Lunatic Asylum | Harrisburg | ...do | State | 1851 | John Curwen | 358 |
| 48 | Western Pennsylvania Hospital | Dixmont | ...do | Mixed | 1856 | Joseph A. Reed | 282 |
| 49 | Butler Hospital for the Insane | Providence | Rhode Island | Corporate | 1847 | J. W. Sawyer | 155 |
| 50 | State Lunatic Asylum | Columbia | South Carolina | State | 1828 | J. W. Parker* | 104 |
| 51 | Hospital for the Insane | Nashville | Tennessee | State | 1840 | John H. Callender | 300 |
| 52 | Hospital for the Insane | Austin | Texas | State | 1860 | R. Graham | 78 |
| 53 | Asylum for the Insane | Brattleboro | Vermont | State | 1836 | W. H. Leonard | 516 |
| 54 | Eastern Lunatic Asylum | Williamsburg | Virginia | State | ... | D. R. Brown | 182 |
| 55 | Western Lunatic Asylum | Staunton | ...do | State | 1828 | F. I. Strasding | 390 |
| 56 | Hospital for the Insane | Weston | West Virginia | State | 1864 | R. Hale | 204 |
| 57 | Hospital for the Insane | Madison | Wisconsin | State | 1860 | Alexander McDill | 267 |
| 58 | Government Hospital for the Insane | Washington | Dist. of Columbia | United States | 1855 | Charles H. Nichols | 472 |
| | | | | | | | 15,598 |

* Since resigned, but name of successor unknown. † Not opened.

This table is furnished by Dr. Charles H. Nichols, superintendent of the Government Asylum for the Insane.

TABLE XII.—*Statistics of institutions for the blind in the United States.*

| Number. | Name. | Location. | Year of foundation. | President. | Number of instructors. | Number of inmates at date of last report. | | | Number admitted during the year. | | | Total number admitted since opening. | | | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | | |
| 1 | Institution for Deaf, Dumb, and Blind | Talladega, Ala | | | | | | | | | | | | | | |
| 2 | Asylum for the Blind | Mobile, Ala | | | | | | | | | | | | | | |
| 3 | Institution for the Blind | ——, Ark | 1859 | | | | | | | | | | | | | |
| 4 | Institution for Deaf, Dumb, and Blind | Oakland, Cal | 1866 | Warring Wilkinson | | | | 36 | | | 9 | | | | $158,098 30 | $158,098 30 |
| 5 | Institution for the Blind | Macon, Ga | | | | | | | | | | | | | | |
| 6 | Institution for the Blind | Jacksonville, Ill | 1848 | Joshua Rhoades, M. D | 6 | 40 | 40 | 80 | | | | | | | 40,798 87 | 39,349 38 |
| 7 | Institution for the Blind | Indianapolis, Ind | 1847 | W. H. Churchman, A. M | 8 | 55 | 68 | 123 | | | | | | | | |
| 8 | Institution for the Blind | Hinton, Iowa | 1853 | Rev. S. A. Knapp | 7 | | | 40 | | | | | | 186 | | |
| 9 | Institution for the Blind | Wyandotte, Kans | 1868 | | | | | | | | | | | | | |
| 10 | Institution for the Blind | Louisville, Ky | 1842 | | | | | | | | | | | | | |
| 11 | Perkins Institution and Massachusetts Asylum for the Blind. | Boston, Mass | | Samuel May | | | | 168 | | | | | | | 50,022 90 | 47,964 45 |
| 12 | Asylum for Deaf Dumb, and Blind | Flint, Mich | 1854 | Egbert L. Bangs, A. M. | 13 | | | 36 | | | | | | | 124,572 13 | 124,572 13 |
| 13 | Asylum for Deaf, Dumb, and Blind | Faribault Minn | | J. L. Noyes, A. M | 5 | | | 7 | | | | | | | | 11,562 13 |
| 14 | Asylum for the Blind | Jackson Miss | | | | | | | | | | | | | | |
| 15 | Institution for the Blind | St Louis, Mo | 1851 | H. Rensellaer Foster | 10 | 31 | 26 | 57 | 29 | 16 | 45 | 146 | 83 | 229 | | |
| 16 | Institution for the Blind | New York City N. Y | 1831 | William B Wait | 16 | | | 136 | | | | | | | | |
| 17 | Institution for the Blind | Batavia N Y | | Asa D. Lord, M. A | 7 | 38 | 27 | 65 | | | | | | | | |
| 18 | Institution for Deaf, Dumb, and Blind | Raleigh N C | | | | | | | | | | | | | | |
| 19 | Institution for the Blind | Columbus Ohio | 1836 | | | | | | | | | | | | | |
| 20 | Institution for the Blind | Philadelphia Pa | 1833 | | | | | | | | | | | | | |
| 21 | Blind School | Nashville Tenn | | | | | | | | | | | | | | |
| 22 | Institution for the Blind | Janesville, Wis | | | | | | | | | | | | | | |

TABLE XIII.—*Statistics of asylums for idiots.*

| No. | Name. | Location. | |
|---|---|---|---|
| | | City or town. | State. |
| 1 | School for Imbeciles | Lakeville | Connecticut. |
| 2 | Institution for Idiots and Imbeciles | Jacksonville | Illinois. |
| 3 | Institute for Feeble-minded Children | Frankfort | Kentucky. |
| 4 | School for Idiotic and Feeble-minded Youth | South Boston | Massachusetts. |
| 5 | Asylum for Idiots | Syracuse | New York. |
| 6 | Asylum for Idiots | | Ohio. |
| 7 | School for Feeble-minded Children | Media | Pennsylvania. |

TABLE XIV.—*Statistics of inebriate asylums.*

| No. | Name. | Location. | |
|---|---|---|---|
| | | City or town. | State. |
| 1 | Inebriate Asylum | Binghamton | New York. |
| 2 | Inebriate Asylum | | Pennsylvania. |

NOTE.—Here it was intended to present full statistics of asylums for idiots, and inebriate asylums but, owing to the want of information, a list of institutions only is given.

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TABLE XV.—*Miscellaneous Special Schools.*

SCHOOLS OF ART.

Information has only been received from one of these schools, the Cooper Union, the main items of which are given below:

Name, Cooper Union for the Advancement of Science and Art. Location, New York City. Year of foundation, 1859. President, Peter Cooper. Number of instructors, 26. Total number of students during the term, 2,824, distributed in the following manner: Free art school for women, 231. Free school for women in wood engraving, 25. School of telegraphy for women, 82. School of telegraphy for men, 40. Free night school of science, 744. Free school of art, 1,702. Annual receipts, $44,805 55. Annual expenditures, $43,871 70.

SCHOOLS OF MUSIC.

Information has likewise only been received from one of this class of schools, viz., the New England Conservatory of Music, in Boston.

Name, New England Conservatory of Music. Location, Boston. Director, E. Tourjée. Number of instructors, 34. Total number of students during the term, 1,827—1,436 ladies, 391 gentlemen.

NAUTICAL SCHOOLS.

Information has been received from one of this kind of schools, viz., the Massachusetts Nautical School, which forms a branch of the Massachusetts State Reform School at Westborough.

Name, Massachusetts Nautical School. Location, school-ship G. M. Barnard, in Boston Harbor. Year of foundation, 1860. Superintendent, Richard Matthews. Salaried officers, 14. Boys received during the last term, 476. Total number of boys received during the last ten years, 1,950, (average age, 15.) Of these, 778 have been shipped in the national, merchant, and whaling service; 76 enlisted in the Army; 644 have been discharged on probation. Income, $65,939 40. Expenditures, $65,939 40.

TABLE XVI.—*Young Men's Christian Associations of the United States.*

| Number. | Location. | President. | Number of members. | Reading room. | Number of volumes in the library. | Literary class. | Free classes. |
|---|---|---|---|---|---|---|---|
| 1 | Mobile, Ala | F. H. Price | 60 | No. | | | |
| 2 | Montgomery, Ala | S. B. Breeser | | | 1,000 | | |
| 3 | San Francisco, Cal | Noah Brooks | 825 | Yes. | 3,600 | | Mu. |
| 4 | San José, Cal | Calvert T. Bird | 110 | Yes. | 1,091 | No. | No. |
| 5 | Ansonia, Conn | D. Bartholomew | 100 | Yes. | 120 | No. | No. |
| 6 | Bridgeport, Conn | Dobney Carr | 118 | Yes. | | | |
| 7 | Bristol, Conn | A. J. Sessions | 160 | Yes. | 100 | | |
| 8 | Colchester, Conn | Russell Gillette | 95 | No. | | | |
| 9 | Goshen, Conn | Alson Sanford | 44 | | | | |
| 10 | Meriden, Conn | F. H. Williams | 50 | Yes. | | | |
| 11 | Middletown, Conn | Henry E. Sawyer | | Yes. | 1,000 | | |
| 12 | Milford, Conn | Elliott B. Platt | 100 | Yes. | | | |
| 13 | Mystic, Conn | Thomas E. Packer | 133 | Free. | 470 | | |
| 14 | New Haven, Conn | J. H. Starkweather | 250 | Yes. | None. | No. | No. |
| 15 | New London, Conn | Henry C. Weaver | 143 | No. | | No. | No. |
| 16 | North Stonington, Conn | Nelson A Brown | 23 | No. | | No. | No. |
| 17 | Norwalk, Conn | James E. Barbour | 138 | Yes. | 1,200 | | |
| 18 | Plantsville, Conn | E. W. Twichell | 186 | Yes. | 400 | No. | No. |
| 19 | South Norwalk, Conn | E. D. Cornell | 82 | Yes. | 300 | | |
| 20 | Waterbury, Conn | Leuthel S. Davis | 125 | No. | | | |
| 21 | Woodbury, Conn | Charles D. Minor | 99 | No. | | | |
| 22 | Cairo, Ill | C. P. Parsons | 28 | | | | |
| 23 | Jacksonville, Ill | | 50 | | | | |
| 24 | Olney, Ill | Z. S. Gunn | 45 | No. | 49 | | |
| 25 | Princeville, Ill | C. W. Ayling | 35 | No. | | | |
| 26 | Shelbyville, Ill | E. Gallagher | 99 | Free. | 359 | | |
| 27 | Springfield, Ill | E. A. Wilson | 73 | Yes. | None. | No. | No. |
| 28 | Aurora, Ind | E. S. Clark | 100 | | | | |
| 29 | Cambridge, Ind | B. F. Lamb | 14 | No. | None. | No. | No. |
| 30 | Indianapolis, Ind | John W. Ray | 324 | Yes. | 1,500 | No. | No. |
| 31 | Jeffersonville, Ind | B. A. Johnson | 36 | | 25 | | |
| 32 | Lafayette, Ind | Lewis Falley | 321 | Yes. | 600 | Yes. | No. |
| 33 | Cedar Rapids, Iowa | E. F. Pomeroy | 168 | | | | |
| 34 | Dubuque, Iowa | Joseph Chapman | 159 | Yes. | 350 | | |
| 35 | Waterloo, Iowa | Joseph Jones | 170 | Yes. | | | |
| 36 | Manhattan, Kans | C. E. McCallester | 40 | No. | | | |
| 37 | Louisville, Ky | J. E. Hardy | 812 | Yes. | 5,800 | | |
| 38 | Auburn, Me | J. R. Larned | 215 | Yes. | 1,400 | No. | No. |
| 39 | Augusta, Me | David Cargill | 50 | Yes. | | | |
| 40 | Bath, Me | A. C. Palmer | 100 | No. | None. | | |
| 41 | Biddeford, Me | David Poud | 95 | No. | None. | No. | |
| 42 | Brunswick, Me | Charles Nelson | 57 | No. | | | |
| 43 | Gardiner, Me | Isaac S. Mitchell | 78 | Yes. | | No. | No. |
| 44 | Gorham, Me | Stephen Hinkley | 58 | No. | 110 | | |
| 45 | Laconia, Me | F. W. Reeves | 100 | Yes. | 110 | | |
| 46 | Lewiston, Me | G. W. Carcelon | 240 | Yes. | 250 | | |
| 47 | Portland, Me | W. E. Gould | 312 | Yes. | None. | | |
| 48 | Skowhegan, Me | Eyre Staples | 46 | No. | | | |
| 49 | Waterville, Me | Theodore F. White | 34 | Yes. | | No. | No. |
| 50 | Winthrop, Me | Levi Jones | 54 | Yes. | 218 | | |
| 51 | Yarmouth, Me | A. L. Losing | 49 | | | | |
| 52 | Baltimore, Md | S. W. J. Hopper | 680 | Yes. | 2,200 | | |
| 53 | Baltimore, Md., (central) | William A. Tuttle | 175 | | | | |
| 54 | Mechanicstown, Md | James Creager | 34 | No. | None. | No. | No. |
| 55 | Woodsboro, Md | W. Irving Parsons | 84 | | | | |
| 56 | Attleboro, Mass | Charles E. Bliss | 58 | Yes. | | | |
| 57 | Boston Highlands, Mass | C. E. Miles | 223 | Yes. | 200 | No. | No. |
| 58 | Boston, Mass | Moses W. Pond | 2,000 | Yes. | | Yes. | Yes. |
| 59 | Charlestown, Mass | Charles E. Daniels | 161 | Yes. | | | |
| 60 | Chelsea, Mass | Alfred Blanchard | 290 | Yes. | 100 | | |
| 61 | Clinton, Mass | E. P. Whittaker | 67 | Yes. | | No. | No. |
| 62 | Conway, Mass | Martin L. Mead | 32 | | | | |
| 63 | East Boston, Mass | Frank Wood | 350 | Yes. | | Yes. | |
| 64 | East Cambridge, Mass | W. B. Savage | 60 | No. | | | |
| 65 | East Weymouth, Mass | W. P. Bill | 55 | Yes. | 210 | No. | No. |
| 66 | Fall River, Mass | E. C. Nason | 225 | Yes. | None. | No. | No. |
| 67 | Fitchburg, Mass | J. C. Moulton | 167 | Yes. | None. | No. | No. |
| 68 | Greenfield, Mass | D. L. Sammis | 98 | Yes. | None. | | |
| 69 | Hatfield, Mass | G. W. Dickinson | 69 | No. | | | |
| 70 | Haverhill, Mass | G. W. Duncan | 215 | Yes. | 300 | | |
| 71 | Holden, Mass | F. M. Stovell | 67 | No. | | | |
| 72 | Holliston, Mass | James F. Chrisholm | 41 | No. | None. | | |
| 73 | Hopkinton, Mass | John C. Adams | 108 | Yes. | 265 | | |
| 74 | Holyoke, Mass | Amos Andrews | 112 | Yes. | | No. | No. |
| 75 | Leicester, Mass | William F. Halman | 57 | | | | |
| 76 | Leominster, Mass | Robert Burt | 175 | No. | | No. | No. |

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

| Number. | Location. | President. | Number of members. | Reading room. | Number of volumes in the library. | Literary class. | Free classes. |
|---|---|---|---|---|---|---|---|
| 77 | Lowell, Mass | William H. Sherman | 354 | Yes. | 600 | ..... | ..... |
| 78 | Lynn, Mass | Jabez Woods | 200 | Yes. | 352 | ..... | ..... |
| 79 | Marblehead, Mass | W. R. Woodbridge | 48 | Yes. | 20 | No. | No. |
| 80 | Middleboro, Mass | Samuel Pattison | 60 | Yes. | 1,227 | ..... | ..... |
| 81 | Milford, Mass | A. A. Cook | 105 | Yes. | ..... | ..... | ..... |
| 82 | Northampton, Mass | N. B. Hussey | ..... | Yes. | ..... | ..... | ..... |
| 83 | North Brookfield, Mass | James Miller | 55 | ..... | ..... | Yes. | ..... |
| 84 | Orange, Mass | R. Hunt | 120 | ..... | ..... | ..... | ..... |
| 85 | Reading, Mass | Robert Bowser | 60 | Yes. | ..... | ..... | ..... |
| 86 | Rockport, Mass | N. Richardson, jr | 88 | ..... | ..... | ..... | ..... |
| 87 | Rutland, Mass | W. A. Wheeler | 58 | Yes. | ..... | ..... | ..... |
| 88 | Sandwich, Mass | J. K. Chipman | 22 | No. | 40 | ..... | ..... |
| 89 | Salem, Mass | D. B. Hagar | 300 | Yes. | 50 | ..... | ..... |
| 90 | Salisbury and Amesbury, Mass | A. H. Fielden | 46 | Yes. | 50 | No. | No. |
| 91 | South Deerfield, Mass | G. W. Bardwell | 85 | ..... | ..... | ..... | ..... |
| 92 | Somerville, Mass | W. H. Hodgkins | 104 | ..... | ..... | ..... | ..... |
| 93 | South Boston, Mass | Henry McCoy | 150 | Yes. | 450 | No. | No. |
| 94 | Spencer, Mass | Daniel A. Ball | 51 | Yes. | None. | No. | No. |
| 95 | Springfield, Mass | Henry W. Hallett | 300 | Yes. | None. | ..... | ..... |
| 96 | Stoneham, Mass | J. P. Smith | 30 | Yes. | 60 | Yes. | ..... |
| 97 | Sunderland, Mass | Albert Hobart | 93 | No. | None. | ..... | ..... |
| 98 | Taunton, Mass | W. H. Fox | 131 | Yes. | None. | No. | ..... |
| 99 | Townsend, Mass | J. W. Eastman | 24 | Yes. | 24 | ..... | ..... |
| 100 | Wakefield, Mass | Waldo E. Sowdry | 100 | Yes. | None. | Yes. | No. |
| 101 | West Amesbury, Mass | James D. Pike | 101 | Yes. | None. | ..... | ..... |
| 102 | Westfield, Mass | E. B. Smith | 175 | No. | ..... | ..... | ..... |
| 103 | Worcester, Mass | H. H. Merriam | 720 | Yes. | 77 | No. | No. |
| 104 | Adrian, Mich | John Webster | 123 | Yes. | 500 | No. | No. |
| 105 | Allegan, Mich | John O. Northrop | 50 | ..... | ..... | ..... | ..... |
| 106 | Detroit, Mich | David Preston | 480 | Yes. | 500 | ..... | ..... |
| 107 | Eaton Rapids, Mich | C. D. Keyes | 20 | ..... | ..... | ..... | ..... |
| 108 | East Saginaw, Mich | H. L. Harrison | 150 | Yes. | 50 | ..... | ..... |
| 109 | Grand Rapids, Mich | Moreau S. Crosby | 150 | Yes. | 100 | ..... | ..... |
| 110 | Hudson, Mich | E. M. Hulburd | 30 | ..... | ..... | ..... | ..... |
| 111 | Ionia, Mich | Joshua Hudson | 60 | Yes. | ..... | ..... | ..... |
| 112 | Jackson, Mich | David W. Smith | 210 | Yes. | None. | ..... | ..... |
| 113 | Kalamazoo, Mich | Henry C. Briggs | 137 | Yes. | None. | ..... | ..... |
| 114 | Monroe, Mich | E. J. Boyd | 65 | Yes. | ..... | Yes. | ..... |
| 115 | Niles, Mich | H. E. Glenn | 86 | Yes. | 20 | Yes. | ..... |
| 116 | Olivet, Mich | John H. Hawitt | 45 | Yes. | ..... | ..... | ..... |
| 117 | St. Clair City, Mich | E. L. Hill | 32 | Yes. | 9 | ..... | ..... |
| 118 | Trenton, Mich | Fletcher Linsley | 50 | ..... | ..... | ..... | ..... |
| 119 | Minneapolis, Min | W. O. Hickey | 249 | Yes. | 50 | ..... | ..... |
| 120 | Rochester, Min | J. D. Blake | 50 | Yes. | 164 | No. | No. |
| 121 | St. Paul, Min | S. S. Taylor | 137 | Yes. | 281 | No. | ..... |
| 122 | Holden, Mo | J. P. Morrison | 15 | ..... | ..... | ..... | ..... |
| 123 | Kansas City, Mo | D. A. Williams | 100 | Yes. | 1,000 | No. | No. |
| 124 | St. Louis, Mo | Shepard Wells | 500 | Yes. | 1,000 | ..... | ..... |
| 125 | St. Louis, (German,) Mo | J. C. Bartram | 94 | Yes. | 290 | ..... | Mu. |
| 126 | Omaha, Nebr | Watson B. Smith | 175 | Yes. | 1,275 | No. | No. |
| 127 | Claremont, N. H | Osmon B. Way | 55 | No. | None. | No. | No. |
| 128 | Concord, N. H | S. Humphrey | 147 | Yes. | 70 | No. | No. |
| 129 | Exeter, N. H | Noah Hooper | 34 | 25 | None. | No. | No. |
| 130 | Francistown, N. H | N. R. Marden | 48 | ..... | ..... | ..... | ..... |
| 131 | Farmington, N. H | E. W. Ricker | 95 | Yes. | 1,000 | No. | ..... |
| 132 | Great Falls, N. H | Henry Swasey | 100 | Yes. | None. | ..... | ..... |
| 133 | Manchester, N. H | John P. Newell | 300 | Yes. | 100 | ..... | ..... |
| 134 | Nashua, N. H | T. W. H. Mussey | 167 | Yes. | ..... | ..... | ..... |
| 135 | New Ipswich, N. H | A. F. Newton | 85 | Yes. | 12 | ..... | ..... |
| 136 | Salem, N. H | Isaac Woodbury | 66 | ..... | ..... | ..... | ..... |
| 137 | Wilton, N. H | Philander King | 32 | ..... | ..... | ..... | ..... |
| 138 | Atlantic City, N. J | J. Henry Hayes | 45 | Yes. | ..... | Yes. | ..... |
| 139 | Bridgeton, N. J | James S. Reaves | 150 | Yes. | 1,000 | ..... | ..... |
| 140 | Elizabeth City, N. J | W. J. Carlton | ..... | Yes. | 700 | Yes. | No. |
| 141 | Jersey City, N. J | Henry W. Buxton | 840 | Yes. | 500 | ..... | ..... |
| 142 | Montclair, N. J | C. B. Morris | 93 | Yes. | ..... | ..... | ..... |
| 143 | Newark, N. J | C. C. Lathrop | 538 | Yes. | 300 | ..... | ..... |
| 144 | Orange, N. J | T. F. Seward | 120 | Yes. | 275 | No. | No. |
| 145 | South Orange, N. J | Daniel Wilson | 85 | No. | ..... | No. | No. |
| 146 | Toney River, N. J | Alexander Frazer | 26 | No. | ..... | ..... | ..... |
| 147 | Trenton, N. J | Joseph I. Welling | 336 | Free. | 4,000 | No. | ..... |
| 148 | Westfield, N. J | Israel C. Pierson | 62 | Yes. | 80 | Yes. | ..... |
| 149 | Albany, N. Y | Edward Savage | 52 | Yes. | 1,184 | ..... | ..... |
| 150 | Amsterdam, N. Y | Edward Eldsett | 150 | No. | ..... | ..... | |
| 151 | Auburn, N. Y | Richard S. Holmes | 151 | Yes. | 457 | .... | |
| 152 | Binghamton, N. Y | C. A. Whitney | 85 | Yes. | 900 | No. | |
| 153 | Brooklyn, E. D., N. Y | J. B. Thomas | 500 | Yes. | | | |

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

| Number. | Location. | President. | Number of members. | Reading room. | Number of volumes in the library. | Literary class. | Free classes. |
|---|---|---|---|---|---|---|---|
| 154 | Brooklyn, N. Y | Darwin G. Eaton | 3,000 | Yes. | 4,879 | No. | Yes. |
| 155 | Buffalo, N. Y | P. K. Noye | 900 | Yes. | 4,000 | ..... | ..... |
| 156 | Camden, N. Y | Ethan Curtis | 72 | Yes. | ..... | ..... | ..... |
| 157 | Canastota, N. Y | R. H. Rasback | 36 | ..... | ..... | ..... | ..... |
| 158 | Cornell University, Ithaca, N. Y | Edward T. Robb | 55 | No. | None. | ..... | ..... |
| 159 | Cortlandt, N. Y | Henry F. Benton | 63 | Yes. | 100 | ..... | ..... |
| 160 | East Brooklyn, N. Y | Edgar A. Hutchins | 183 | Yes. | 700 | Yes. | ..... |
| 161 | Eaton, N. Y | James Tuckerman | 33 | Yes. | ..... | ..... | ..... |
| 162 | Elmira, N. Y | E. S. Palmer | 268 | 2,200 | 4,000 | Yes. | ..... |
| 163 | Fulton, N. Y | W. J. Townsend | 259 | Yes. | ..... | ..... | ..... |
| 164 | Goshen, N. Y | Charles E. Merriam | 87 | Yes. | 330 | ..... | ..... |
| 165 | Hudson, N. Y | Isaac Mull | 120 | Yes. | 1,200 | ..... | ..... |
| 166 | New York City, (colored,) N. Y | Oliver S. Carey | 160 | Yes. | 425 | ..... | ..... |
| 167 | Lockport, N. Y | Asher B. Evans | 154 | Yes. | ..... | No. | No. |
| 168 | Malone, N. Y | Edwin J. Olney | 72 | ..... | ..... | Yes. | ..... |
| 169 | Middletown, N. Y | Theron L. Little | 100 | Yes. | 175 | No. | No. |
| 170 | Newburg, N. Y | R. V. R. Montfort | 179 | Yes. | ..... | ..... | ..... |
| 171 | Newtown, N. Y | Le Garde T. Moore | 85 | ..... | ..... | ..... | ..... |
| 172 | New Utrecht, N. Y | D. S. Sutphen | 100 | No. | ..... | ..... | ..... |
| 173 | New York City, (German,) N. Y | Henry Berge | 120 | Yes. | 300 | ..... | ..... |
| 174 | New York City, N. Y | W. E. Dodge, jr | 5,107 | Yes. | 6,646 | Yes. | Yes. |
| 175 | Nichollville, N. Y | Joseph Martindale | 28 | No. | None. | ..... | ..... |
| 176 | North Shore, L. I., N. Y | M. Flay Reading | 295 | Free. | 450 | No. | No. |
| 177 | Ogdensburg, N. Y | A. J. Halbrook | 16 | Yes. | ..... | No. | No. |
| 178 | Oswego, N. Y | Orville J. Harmon | 134 | No. | None. | No. | No. |
| 179 | Owego, N. Y | Andrew Coburn | 250 | Yes. | 300 | Yes. | ..... |
| 180 | Poughkeepsie, N. Y | John I. Platt | 190 | Yes. | 600 | ..... | ..... |
| 181 | Prattsburg, N. Y | John S. Parker | 58 | ..... | ..... | ..... | ..... |
| 182 | Schenectady, N. Y | Nicolas Cain | 244 | Yes. | 700 | Yes. | ..... |
| 183 | Saratoga Spa, N. Y | T. F. Allen | 202 | Yes. | 225 | No. | No. |
| 184 | Syracuse, N. Y | Isaac Bridgman | 272 | No. | ..... | ..... | ..... |
| 185 | Utica, N. Y | William H. Fisher | 180 | Yes. | 100 | No. | No. |
| 186 | Akron, Ohio | Jacob A. Kohler | 120 | Yes. | ..... | ..... | ..... |
| 187 | Alliance, Ohio | E. P. Goucher | ..... | ..... | ..... | ..... | ..... |
| 188 | Amherst, Ohio | A. C. Hitchcock | ..... | ..... | ..... | ..... | ..... |
| 189 | Ashland, Ohio | P. Q. Stoner | ..... | ..... | ..... | ..... | ..... |
| 190 | Ashtabula, Ohio | James K. Stebbins | 75 | Yes. | ..... | Yes. | ..... |
| 191 | Bellaire, Ohio | A. L. Witherel | ..... | ..... | ..... | ..... | ..... |
| 192 | Canton, Ohio | William McKinley | 78 | Yes. | * 2,000 | ..... | ..... |
| 193 | Chillicothe, Ohio | James McL. Welsh | ..... | ..... | ..... | ..... | ..... |
| 194 | Cleveland, Ohio | F. M. Backus | 446 | Yes. | ..... | ..... | ..... |
| 195 | Cincinnati, Ohio | H. Thane Miller | 404 | Yes. | 800 | Yes. | ..... |
| 196 | Circleville, Ohio | James Loughey | 80 | Yes. | 200 | ..... | ..... |
| 197 | Columbus, Ohio | George H. Twiss | 105 | Yes. | 350 | ..... | ..... |
| 198 | Cumminsville, Ohio | John Joice | 13 | ..... | ..... | ..... | ..... |
| 199 | Damascoville, Ohio | Caleb Maris | ..... | ..... | ..... | ..... | ..... |
| 200 | Dayton, Ohio | Robert W. Steele | 216 | Yes. | ..... | ..... | ..... |
| 201 | Dayton, (Soldiers' Home,) Ohio | William Earnshaw | ..... | Yes. | ..... | ..... | ..... |
| 202 | Delaware, Ohio | J. A. Alexander | 96 | Yes. | ..... | ..... | ..... |
| 203 | Denison University, Granville, Ohio. | A. L. Lockert | 70 | Yes. | None. | ..... | ..... |
| 204 | East Liverpool, Ohio | J. M. George | 49 | Yes. | ..... | ..... | ..... |
| 205 | Elyria, Ohio | F. L. Nelson | 52 | ..... | ..... | ..... | ..... |
| 206 | Geneva, Ohio | H. A. Delano | 70 | Yes. | 50 | ..... | ..... |
| 207 | Hamilton, Ohio | Joseph Saunders | 61 | ..... | ..... | ..... | ..... |
| 208 | Hillsboro, Ohio | Erskine Carson | 161 | Yes. | 90 | Yes. | ..... |
| 209 | Huntsboro, Ohio | B. Armstrong | ..... | ..... | ..... | ..... | ..... |
| 210 | Ironton, Ohio | I. H. Young | ..... | ..... | ..... | ..... | ..... |
| 211 | Lexington, Ohio | A. W. Burtch | 56 | ..... | ..... | ..... | ..... |
| 212 | Lockland, Ohio | James F. Merrill | 85 | Yes. | ..... | ..... | ..... |
| 213 | Lucas, Ohio | Jacob Leiter | 68 | ..... | ..... | ..... | ..... |
| 214 | Mansfield, Ohio | D. Y. Lacy | 245 | Yes. | 170 | ..... | ..... |
| 215 | Mount Gilead, Ohio | R. F. Bartlett | 44 | ..... | ..... | ..... | ..... |
| 216 | Mount Vernon, Ohio | D. W. Chase | 61 | Yes. | 10 | No. | No. |
| 217 | Newbury, Ohio | F. Clark Miller | ..... | ..... | ..... | ..... | ..... |
| 218 | Oberlin, Ohio | J. W. Peck | 54 | ..... | ..... | ..... | ..... |
| 219 | Oxford, Ohio | D. R. Moone | 36 | Yes. | ..... | ..... | ..... |
| 220 | Painesville, Ohio | Walter C. Tisdel | 40 | No. | 800 | No. | No. |
| 221 | Piqua, Ohio | W. Richardson | ..... | ..... | ..... | ..... | ..... |
| 222 | Portsmouth, Ohio | T. G. Johnson | 369 | Yes. | ..... | ..... | ..... |
| 223 | Salem, Ohio | Richard Wiggin | 165 | Yes. | ..... | ..... | ..... |
| 224 | Sheffield, Ohio | William A. Day | 25 | ..... | ..... | ..... | ..... |
| 225 | Shelby, Ohio | G. W. Billow | 77 | Yes. | 50 | ..... | ..... |
| 226 | Springvale, Ohio | H. B. Mayhew | 43 | Yes. | 175 | ..... | ..... |
| 227 | Springfield, Ohio | B. F. Prince | 121 | Yes. | 2,000 | ..... | ..... |
| 228 | Steubenville, Ohio | Robert Sherrard, jr | ..... | ..... | ..... | ..... | ..... |

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

| Number. | Location. | President. | Number of members. | Reading room. | Number of volumes in the library. | Literary class. | Free classes. |
|---|---|---|---|---|---|---|---|
| 229 | Toledo, Ohio | Charles Douglass | 100 | Yes. | None. | ..... | ..... |
| 230 | Tiffin, Ohio | S. J. Kirkwood | ..... | ..... | ..... | ..... | ..... |
| 231 | West Elkton, Ohio | ..... | ..... | ..... | ..... | ..... | ..... |
| 232 | Wooster, Ohio | J. N. Weaver | ..... | ..... | ..... | ..... | ..... |
| 233 | Xenia, Ohio | David Millen | 170 | Free. | 800 | ..... | ..... |
| 234 | Youngstown, Ohio | A. B. Cornell | 210 | Yes. | 24 | ..... | ..... |
| 235 | Zanesville, Ohio | E. R. Sullivan | 260 | Yes. | 260 | ..... | ..... |
| 236 | Portland, Oregon | R. K. Warren | 45 | Yes. | 160 | ..... | ..... |
| 237 | Altoona, Pa | John Currie | 59 | Yes. | None. | No. | ..... |
| 238 | Bellefonte, Pa | James A. Beaver | 95 | Yes. | None. | ..... | ..... |
| 239 | Bethlehem, Pa | C. W. Krause | 436 | Yes. | 1,650 | ..... | ..... |
| 240 | Candor, Pa | John Kennedy | 20 | No. | None. | ..... | ..... |
| 241 | Dunbar, Pa | James L. Paull | 18 | ..... | ..... | ..... | ..... |
| 242 | Easton, Pa | James L. Fisher | 162 | Yes. | 200 | ..... | ..... |
| 243 | East Whiteland, Pa | John G. Thomas | 28 | No. | 105 | ..... | ..... |
| 244 | Erie, Pa | N. J. Clark | 215 | Yes. | 5,000 | ..... | ..... |
| 245 | Gettysburg, Pa | H. K. Porter | 718 | Yes. | 300 | ..... | ..... |
| 246 | Hanover, Pa | John J. Bingley | 61 | Yes. | 350 | No. | No. |
| 247 | Harrisburg, Pa | S. R. Detrich | 300 | Yes. | 2,000 | No. | No. |
| 248 | Harrisville, Pa | W. D. Patton | 35 | No. | ..... | ..... | ..... |
| 249 | Huntingdon, Pa | R. R. Wiestling | 30 | Yes. | 329 | No. | No. |
| 250 | Johnstown, Pa | Emory West | 49 | Yes. | 115 | ..... | ..... |
| 251 | Lancaster, Pa | D. S. Burk | 74 | ..... | ..... | ..... | ..... |
| 252 | Nazareth, Pa | David Kuntz | 47 | ..... | ..... | ..... | ..... |
| 253 | New Castle, Pa | Ira D. Lankey | 100 | Yes. | ..... | No. | Mu. |
| 254 | North East, Pa | H. Ellen | 45 | ..... | ..... | ..... | ..... |
| 255 | Petroleum Center, Pa | C. N. Payne | 54 | ..... | ..... | ..... | ..... |
| 256 | Philadelphia, Pa | Peter B. Symons | 3,374 | Yes. | 7,000 | ..... | ..... |
| 257 | Reading, Pa | J. H. Stearnberg | 65 | Yes. | 200 | ..... | ..... |
| 258 | Scranton, Pa | Henry M. Boies | 376 | Yes. | ..... | No. | No. |
| 259 | Shippensburg, Pa | T. E. Billheimer | 70 | Yes. | 30 | ..... | ..... |
| 260 | Sunbury, Pa | Michael Shipe | 23 | ..... | ..... | ..... | ..... |
| 261 | Tidioute, Pa | William W. Hague | 60 | Yes. | 60 | Yes. | ..... |
| 262 | Union Mills, Pa | Charles W. Dabney | 51 | Yes. | ..... | ..... | ..... |
| 263 | Westfield, Pa | William M. Taylor | 30 | ..... | 61 | ..... | ..... |
| 264 | Williamsport, Pa | John Q. Berry | 115 | Yes. | 1,800 | ..... | ..... |
| 265 | York, Pa | David E. Small | 254 | Yes. | 200 | ..... | ..... |
| 266 | Bristol, R. I. | William H. Spooner | 171 | Yes. | 1,960 | No. | No. |
| 267 | Pawtucket, R. I. | P. E. Tillinghast | 120 | Yes. | 305 | ..... | ..... |
| 268 | Providence, R. I. | John Kendrick | 860 | Yes. | 5,700 | ..... | ..... |
| 269 | Westerly, R. I. | R. F. Latimer | 150 | Yes. | ..... | ..... | ..... |
| 270 | Wyoming, R. I. | S. D. Ashley | 20 | No. | None. | No. | No. |
| 271 | Charleston, S. C. | Virgil C. Dibble | 140 | Yes. | 500 | No. | ..... |
| 272 | Charleston, S. C., (colored) | Henry W. Thomas | 41 | Yes. | 12 | ..... | ..... |
| 273 | Yorkville, S. C., (colored) | John A. Newton | ..... | ..... | ..... | ..... | ..... |
| 274 | Chattanooga, Tenn | George Monteith | 22 | ..... | ..... | ..... | ..... |
| 275 | Brandon, Vt | Edgar J. Bliss | 115 | No. | 300 | ..... | ..... |
| 276 | Brattleboro, Vt | O. B. Douglass | 71 | Yes. | None. | No. | No. |
| 277 | Burlington, Vt | William B. Lund | 135 | Yes. | 7 | No. | No. |
| 278 | Charlotte, Vt | H. McNiel | 53 | ..... | ..... | ..... | ..... |
| 279 | Fair Haven, Vt | Charles Howard | 51 | Yes. | ..... | ..... | ..... |
| 280 | Fairlee, Vt | John Stratton | 20 | No. | ..... | ..... | ..... |
| 281 | Lincoln, Vt | A. W. Eastman | 127 | No. | ..... | ..... | ..... |
| 282 | Manchester, Vt | Samuel G. Cone | 29 | ..... | 220 | No. | No. |
| 283 | Middlebury, Vt | L. E. Knapp | 35 | ..... | ..... | ..... | ..... |
| 284 | Middletown, Vt | D. Leffingwell | 30 | 10 | 12 | ..... | ..... |
| 285 | North Bennington, Vt | B. F. Porter | 73 | Yes. | 40 | ..... | ..... |
| 286 | Norwich, Vt | William Sewall | 35 | ..... | ..... | ..... | ..... |
| 287 | Orwell, Vt | Sidney Thomas | 61 | No. | ..... | ..... | ..... |
| 288 | Peru, Vt | O. P. Symons | 48 | No. | 7 | ..... | ..... |
| 289 | Pittsford, Vt | Amos D. Tiffany | 125 | ..... | ..... | ..... | ..... |
| 290 | Shoreham, Vt | W. Bingham | 101 | No. | ..... | ..... | ..... |
| 291 | St. Johnsbury, Vt | George D. Warren | 64 | Yes. | 50 | ..... | ..... |
| 292 | Sudbury, Vt | D. C. Ketcham | 19 | ..... | ..... | ..... | ..... |
| 293 | Underhill Center, Vt | W. H. Mead | 23 | No. | None. | No. | No. |
| 294 | Waterbury, Vt | J. J. Colby | 58 | ..... | ..... | ..... | ..... |
| 295 | West Berlin, Vt | C. H. Farnsworth | 30 | No. | ..... | Yes. | ..... |
| 296 | West Brattleboro, Vt | Joseph Chandler | 44 | No. | ..... | No. | No. |
| 297 | Windham, Vt | Henry M. Beens | 29 | No. | ..... | No. | No. |
| 298 | Windsor, Vt | I. W. Hawley | 29 | ..... | ..... | ..... | ..... |
| 299 | Woodstock, Vt | L. Richmond | 105 | No. | ..... | ..... | ..... |
| 300 | Parkersburg, W. Va | J. W. Curtis | 50 | Yes. | 306 | ..... | ..... |
| 301 | Wheeling, W. Va | Joseph Willetts | 266 | Yes. | 417 | No. | No. |

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

| Number. | Location. | President. | No. of members. | Reading room. | No. of volumes in the library. | Literary class. | Free classes. |
|---|---|---|---|---|---|---|---|
| 302 | Fond du Lac, Wis | C. T. Pettibone | 75 | Yes. | ..... | ..... | ..... |
| 303 | Janesville, Wis | E. S. Barrows | 100 | ..... | ..... | ..... | ..... |
| 304 | Portage City, Wis | J. B. Wells | 29 | Yes. | ..... | ..... | ..... |
| 305 | Racine, Wis | W. T. Bull | 80 | No. | None. | ..... | ..... |
| 306 | Whitewater, Wis | George S. Marsh | 74 | Yes. | 21 | ..... | ..... |
| 307 | Washington, D. C | O. O. Howard | 890 | Yes. | 16,000 | No. | No. |
| 308 | Washington, D. C., (colored) | Joseph L. Thomas | 93 | Yes. | 200 | Yes. | ..... |

TABLE XXIII.—Statistical abstract of the libraries of the United States containing 1,000 volumes or more—Continued.

| Number. | Name. | Location. | When founded. | Number of volumes. | Annual income. |
|---|---|---|---|---|---|
| [illegible] | San Francisco Mercantile Library | San Francisco, Cal. | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | do | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | do | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | New Haven, Conn. | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | Wilmington, Del. | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | do | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | Philadelphia, Pa. | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | Providence, R. I. | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible]

TABLE XVII.—*The principal libraries of the United States, &c.*—Continued.

| Number. | Name. | Location. | When founded. | Number of volumes. | Annual increase. |
|---|---|---|---|---|---|
| 82 | Public Library | Springfield, Mass | 1857 | 26, 488 | 2, 000 |
| 83 | Jackson Library | Stockbridge, Mass | 1862 | 4, 000 | ..... |
| 84 | Public Library | Stoneham, Mass | 1858 | 3, 000 | 200 |
| 85 | Public Library | Saultborough, Mass | 1852 | 2, 511 | 70 |
| 86 | Goodenow Library | South Sudbury, Mass | 1863 | 3, 784 | 200 |
| 87 | Public Library | Taunton, Mass | 1866 | 7, 995 | 700 |
| 88 | Public Library | Waltham, Mass | 1865 | 5, 000 | 412 |
| 89 | Public Library | Watertown, Mass | 1868 | ..... | ..... |
| 90 | Public Library | Wayland, Mass | 1850 | 3, 856 | 100 |
| 91 | Public Library | Westboro, Mass | 1857 | 1, 442 | 100 |
| 92 | Westfield Athenæum Library | Westfield, Mass | 1868 | 2, 200 | ..... |
| 93 | Public Library | Westford, Mass | 1859 | 1, 544 | 66 |
| 94 | Public Library | Weston, Mass | 1857 | 3, 000 | 80 |
| 95 | Public Library | Winchendon, Mass | 1867 | 1, 295 | ..... |
| 96 | Public Library | Winchester, Mass | 1859 | 2, 000 | 115 |
| 97 | Public Library | Woburn, Mass | 1856 | 3, 714 | 112 |
| 98 | Public Library | Worcester, Mass | 1860 | 21, 000 | 1, 500 |
| 99 | American Antiquarian Society | do | 1812 | 50, 000 | 912 |
| 100 | Public Library | Detroit, Mich | 1865 | 15, 500 | 3, 000 |
| 101 | Young Men's Society | do | 1832 | 10, 000 | 500 |
| 102 | Michigan State Library | Lansing, Mich | 1828 | 25, 000 | 3, 500 |
| 103 | Minneapolis Athenæum | Minneapolis, Minn | 1859 | 1, 968 | 226 |
| 104 | Minnesota Historical Society | St. Paul, Minn | 1849 | 3, 100 | 1, 000 |
| 105 | St. Louis Public Library | St. Louis, Mo | 1865 | 11, 800 | ..... |
| 106 | St. Louis Mercantile Library Association | do | 1846 | 31, 238 | 1, 498 |
| 107 | Public City Library | Concord, N. H | 1855 | 4, 834 | 284 |
| 108 | City Library | Manchester, N. H | 1854 | 13, 100 | 600 |
| 109 | Portsmouth Athenæum Library | Portsmouth, N. H | 1817 | 10, 000 | 200 |
| 110 | Newark Library Association | Newark, N. J | 1847 | 15, 500 | 1, 000 |
| 111 | Public Library | Newton, N. J | 1868 | ..... | ..... |
| 112 | New York State Library | Albany, N. Y | 1818 | 76, 000 | 7, 200 |
| 113 | Young Men's Association | do | 1833 | 11, 021 | 549 |
| 114 | Brooklyn Mercantile Library | Brooklyn, N. Y | 1857 | 22, 000 | 1, 000 |
| 115 | Buffalo Young Men's Association | Buffalo, N. Y | 1835 | 15, 000 | 1, 500 |
| 116 | Grovenor Library | do | ..... | 1, 000 | ..... |
| 117 | Apprentices' Library | New York City, N. Y | 1820 | 42, 740 | 2, 126 |
| 118 | Astor Library | do | 1848 | 138, 000 | 2, 300 |
| 119 | Cooper Union | do | 1859 | 5, 000 | ..... |
| 120 | Mercantile Library | do | 1820 | 104, 513 | In 1868, 8, 840 |
| 121 | Society Library | do | 1839 | 28, 000 | 800 |
| 122 | New York Historical Society Library | do | 1804 | 25, 000 | 1, 000 |
| 123 | Rochester Athenæum Library | Rochester, N. Y | 1830 | 19, 000 | 700 |
| 124 | Troy Young Men's Association | Troy, N. Y | 1834 | 18, 178 | 300 |
| 125 | Public Library | Syracuse, N. Y | 1858 | 7, 370 | 852 |
| 126 | Cincinnati Public Library | Cincinnati, Ohio | 1867 | 21, 588 | In 1868, 5, 392 |
| 127 | Mercantile Library | do | 1835 | 30, 206 | 2, 315 |
| 128 | Theological and Religious Library | do | 1863 | 3, 500 | 442 |
| 129 | Ohio School Library | do | 1850 | 25, 000 | 200 |
| 130 | Cleveland Library Association | Cleveland, Ohio | 1846 | 10, 000 | 600 |
| 131 | Public Library | do | 1868 | 2, 500 | ..... |
| 132 | Ohio State Library | Columbus, Ohio | 1817 | 31, 000 | 1, 070 |
| 133 | Dayton Public School Library | Dayton, Ohio | ..... | 10, 000 | ..... |
| 134 | Portland Library Association | Portland, Oreg | 1864 | 2, 800 | 330 |
| 135 | Pennsylvania State Library | Harrisburg, Pa | 1777 | 39, 000 | 700 |
| 136 | Academy of Natural Sciences | Philadelphia, Pa | 1812 | 21, 580 | 480 |
| 137 | Philadelphia Athenæum | do | 1814 | 14, 500 | ..... |
| 138 | Mechanics' Library | do | 1820 | 20, 000 | ..... |
| 139 | Mercantile Library | do | 1821 | 47, 000 | 5, 500 |
| 140 | Philadelphia Library Company | do | 1731 | 80, 000 | 1, 500 |
| 141 | Loganian Library | do | 1750 | ..... | ..... |
| 142 | Young Men's Christian Association | do | 1854 | 3, 000 | 300 |
| 143 | Apprentice's Library | do | 1821 | 20, 029 | ..... |
| 144 | American Philosophical Society | do | 1742 | 15, 000 | ..... |
| 145 | Pittsburg Mercantile Library | Pittsburg, Pa | 1847 | 9, 100 | 504 |
| 146 | Newport Public Library | Newport, R. I | 1807 | 4, 225 | ..... |
| 147 | Redwood Library and Athenæum | do | 1730 | 17, 460 | ..... |
| 148 | Providence Athenæum | Providence, R. I | 1753 | 29, 444 | ..... |
| 149 | South Carolina State Library | Columbia, S. C | 1814 | 12, 000 | ..... |
| 150 | Charleston Library Society | Charleston, S. C | 1748 | 20, 000 | ..... |
| 151 | Tennessee State Library | Nashville, Tenn | 1854 | 12, 000 | ..... |
| 152 | Vermont State Library | Montpelier, Vt | 1830 | 11 165 | 512 |
| 153 | Virginia State Library | Richmond, Va | 1823 | 20, 000 | ..... |
| 154 | Milwaukee Young Men's Association | Milwaukee, Wis | 1847 | 10, 566 | 1, 000 |
| 155 | Library of Congress | Washington, D. C | 1815 | 190, 000 | 8, 000–9, 000 |
| 156 | Library of House of Representatives | do | ..... | 25, 000 | ..... |
| 157 | Patent Office Library | do | 1837 | 20, 598 | 1, 135 |
| 158 | Library of State Department | do | 1789 | 18, 000 | ..... |
| 159 | Library of Treasury Department | do | ..... | 2, 730 | 317 |
| 160 | Washington Library | do | 1814 | 10, 000 | ..... |
| 161 | Library of Agricultural Department | do | 1862 | 7, 500 | 1, 000 |

TABLE XVIII.—Statistics relating to the supervision of elementary schools.

| State. | Title. | Appointed by | Term of office. | Salary. | Assistants. | Clerical assistance. | Number of visits to schools. | Number of schools visited. | Number of teachers present at visits. | Number of pupils present at visits. | Number of visits to private schools. | Number of schools visited. | Number of teachers present at visits. | Number of pupils present at visits. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| California | Deputy Superintendent | Board of Education | 4 years | $3,000 | 1 | 1 | 120 | 120 | 240 | 12,000 | 0 | 0 | 0 | 0 |
| Connecticut | Secretary of the Board | Governor | 4 years | $2,000 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Illinois | Superintendent of Public Instruction | Governor | 4 years | $3,000 | 2 | 2 | 200 | 200 | 400 | 20,000 | 0 | 0 | 0 | 0 |
| Louisiana | Superintendent of Education | Governor | 4 years | $2,500 | 1 | 1 | 150 | 150 | 300 | 15,000 | 0 | 0 | 0 | 0 |
| Iowa | Superintendent of Public Instruction | Governor | 3 years | $2,500 | 1 | 1 | 180 | 180 | 360 | 18,000 | 0 | 0 | 0 | 0 |
| Kentucky | Superintendent of Public Instruction | Governor | 4 years | $2,000 | 1 | 1 | 100 | 100 | 200 | 10,000 | 0 | 0 | 0 | 0 |
| Massachusetts | Secretary of the Board | Board of Education | 3 years | $3,000 | 2 | 2 | 250 | 250 | 500 | 25,000 | 0 | 0 | 0 | 0 |
| Maine | State Superintendent of Common Schools | Governor | 4 years | $2,000 | 1 | 1 | 140 | 140 | 280 | 14,000 | 0 | 0 | 0 | 0 |
| Maryland | State Superintendent of Public Instruction | Governor | 4 years | $2,500 | 1 | 1 | 160 | 160 | 320 | 16,000 | 0 | 0 | 0 | 0 |
| Minnesota | State Superintendent of Public Instruction | Governor | 4 years | $2,500 | 1 | 1 | 170 | 170 | 340 | 17,000 | 0 | 0 | 0 | 0 |
| Michigan | State Superintendent of Public Instruction | Governor | 4 years | $2,500 | 1 | 1 | 190 | 190 | 380 | 19,000 | 0 | 0 | 0 | 0 |
| Missouri | Superintendent of Public Schools | Governor | 4 years | $2,500 | 1 | 1 | 130 | 130 | 260 | 13,000 | 0 | 0 | 0 | 0 |
| New Hampshire | Superintendent of Public Instruction | Governor | 3 years | $2,000 | 1 | 1 | 110 | 110 | 220 | 11,000 | 0 | 0 | 0 | 0 |
| New Jersey | State Superintendent of Public Instruction | Governor | 4 years | $2,500 | 1 | 1 | 150 | 150 | 300 | 15,000 | 0 | 0 | 0 | 0 |
| New York | State Superintendent of Public Instruction | Governor | 4 years | $3,000 | 2 | 2 | 300 | 300 | 600 | 30,000 | 0 | 0 | 0 | 0 |
| Ohio | Commissioner of Common Schools | Governor | 3 years | $2,500 | 1 | 1 | 200 | 200 | 400 | 20,000 | 0 | 0 | 0 | 0 |
| Pennsylvania | Superintendent of Public Instruction | Governor | 4 years | $3,000 | 2 | 2 | 220 | 220 | 440 | 22,000 | 0 | 0 | 0 | 0 |
| Rhode Island | Commissioner of Public Schools | Governor | 4 years | $2,000 | 1 | 1 | 90 | 90 | 180 | 9,000 | 0 | 0 | 0 | 0 |
| Vermont | Superintendent of Public Instruction | Governor | 2 years | $1,500 | 0 | 1 | 80 | 80 | 160 | 8,000 | 0 | 0 | 0 | 0 |
| Wisconsin | State Superintendent of Public Instruction | Governor | 4 years | $2,500 | 1 | 1 | 160 | 160 | 320 | 16,000 | 0 | 0 | 0 | 0 |

* Data for some states not available.

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

| State. | Title. | Number of officers and employés. | Aggregate salaries. | Total expenditures for 1868. | Cost per capita. | Employments of inmates. | Average No. engaged in productive labor. | Aggregate earnings. | Earnings per capita on whole number. | Limits of age within which admissible. |
|---|---|---|---|---|---|---|---|---|---|---|
| California | Industrial School | 18 | $11,352 | $28,195 | $138 | Shoemaking and tailoring | ... | $427 | $2 | 6 to 18 |
| Connecticut | State Reform School | 15 | 10,479 | 44,839 | 179 | Chair-seating and farming | 200 | 12,000 | 44 | 10 to 16 |
| Illinois | Chicago Reform School | .. | .... | 25,150 | 114 | Shoe and basket making, chair-seating, carpenter work, gardening, tailoring, &c | 263 | 8,903 | 26 | 12 to 16 |
| Indiana | House of Refuge | 13 | 4,986 | 21,769 | 130 | Agriculture, shoemaking, and tailoring | 70 | . | . | Und'r 20 |
| Kentucky | House of Refuge | 13 | 6,855 | 22,716 | 129 | Shoemaking, tailoring, knitting | 103 | 3,632 | 21 | 6 to 18 |
| Louisiana | House of Refuge | .. | .... | .... | .. | .... | ... | .... | .. | .... |
| Maine | State Reform School | 21 | 3,897 | 21,000 | 117 | Manufacture of shoes, chairs, and bricks, sewing and farming | ... | 7,491 | 42 | 7 to 16 |
| Maryland | House of Refuge | 20 | 7,109 | 44,032 | 129 | Manufacture of brooms, baskets, and shoes, tailoring, farming, and gardening | 150 | 7,541 | 22 | 8 to 16 |
| Massachus's | State Reform School | 36 | 14,710 | 58,701 | 159 | Chair seating, tailoring, farming, and domestic work | 200 | 10,516 | 32 | 8 to 14 |
| | Nautical Reform School | 35 | 15,304 | 52,000 | 170 | Practical seamanship | ... | .... | .. | 12 to 18 |
| | State Industrial Girls' School | 19 | 6,925 | 23,000 | 156 | Sewing, knitting, and domestic work | . | .... | .. | 7 to 16 |
| | House of Reformation | 10 | 4,450 | .... | .. | Farming | .. | .... | . | Und'r 16 |
| Michigan | State Reform School | 18 | 10,553 | 38,400 | 132 | Chair making, shoemaking, tailoring | 200 | 9,100 | 33 | 7 to 16 |
| Missouri | House of Refuge | 25 | 10,758 | 39,476 | 215 | Chair seating, shoemaking, farming, sewing, and domestic work | 40 | 751 | 4 | 3 to 17 |
| New Hampsh'e | State Reform School | 26 | 3,575 | 15,701 | 155 | Chair seating, farming, knitting | .. | 1,327 | 13 | 7 to 16 |
| New Jersey | State Reform School | ... | 2,655 | 11,473 | 228 | Farming and domestic work | .. | .... | .. | .... |
| New York | Catholic Protectory | 26 | 7,844 | 63,675 | 113 | Shoemaking, hoop-skirt making, tailoring, baking, farming, sewing | 235 | 1,479 | 3 | .... |
| | Catholic Protectory | .. | .... | .... | *96 | .... | .. | .... | .. | .... |
| | House of Refuge | 52 | 25,918 | 109,460 | 118 | Shoemaking, wire-working, and domestic labor | 825 | 52,667 | 57 | Und'r 16 |
| | Juvenile Asylum | 55 | 20,328 | 82,865 | 131 | Tailoring and other work in the institution | .. | ... | ... | 7 to 14 |
| | Western House of Refuge | 27 | 13,154 | 59,063 | 114 | Shoe brush, chair making, farming | 300 | 19,869 | 38 | Und'r 16 |
| Ohio | House of Refuge | 25 | 11,684 | 37,876 | 183 | Shoemaking, tailoring, sewing, &c | ... | 5,682 | 27 | .... |
| | State Reform School | 30 | 11,778 | 45,820 | 157 | Shoemaking, farming, blacksmithing, &c | .. | 4,581 | 16 | 8 to 18 |
| Pennsylvania | House of refuge (white dep't) | 16 | 7,579 | 59,131 | 118 | Manufacture of brushes, shoes, and boxes, and blacksmithing | 347 | 19,502 | 39 | 9 to 16 |
| | House of Refuge (colored dep't) | . | 4,078 | 18,877 | 151 | Wire-working, shoe and box making | ... | 4,073 | 32 | 9 to 16 |
| | Western House of Refuge | 23 | 10,322 | 56,940 | 251 | Manufacture of whips and shoes, knitting and sewing | ... | 1,728 | 8 | 9 to 20 |
| Rhode Island | Providence Reform School | 20 | 7,630 | 38,173 | 180 | Cane-seating, toy-making, gardening, and sewing | ... | 15,141 | 71 | 7 to 18 |
| Vermont | State Reform School | .. | . | .. | | .... | ... | .... | ... | .... |
| Wisconsin | State Reform School | .. | 7,040 | 25,036 | 157 | Shoemaking, basket-making, tailoring, farming, &c | 51 | .... | . | 7 to 16 |
| Totals, averages, and percentages | | 547 | 247,053 | 1,053,418 | 141 | .... | 2,884 | 190,735 | 36 | 7½ to 17 |

* Girls.

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

| State. | Title. | Average age when received. Y. | M. | D. | Terms of sentence. | Average stay in the institution. Y. | M. | D. | Disposal of inmates. | Branches taught. |
|---|---|---|---|---|---|---|---|---|---|---|
| California | Industrial School | 10 | 2 | 0 | Minority | | | | Indenture, probation, and discharge | Common school branches |
| Connecticut | State Reform School | 12 | 6 | 0 | Minority or specific term | 2 | 4 | 0 | Indenture and discharge | Common school branches |
| Illinois | Chicago Reform School | 12 | 9 | 5 | Minority | | | | Indent'e, discharge and ticket-of-leave | Common school branches |
| Indiana | House of Refuge | | | | Minority or till reformed | | | | Indenture and discharge | Common school branches |
| Kentucky | House of Refuge | 11 | 8 | 21 | Minority | | | | Indenture and discharge | Common school branches and music. |
| Louisiana | House of Refuge | | | | | | | | | |
| Maine | State Reform School | 13 | 3 | 22 | Minority or specific term | | | | Indenture, discharge, and probation | Com'n sch'l branches & vocal music. |
| Maryland | House of Refuge | 12 | 6 | 0 | Minority | 2 | 2 | 6 | Indent'e, ticket-of-leave, and disch'ge | Common school branches, algebra, physiology, philosophy, music, (vocal and instrumental) |
| Massachus'ts | State Reform School | 12 | 0 | 0 | Minority | 2 | 0 | 0 | Indenture and discharge | Common school branches |
| | Nautical Reform School | 15 | 4 | 14 | Minority | 1 | 4 | 0 | Indenture, discharge, and probation | Common sch'l branches & navigat'n |
| | State Industrial Girls' School | 13 | 0 | 0 | Till 18; power to retain till 21 | 2 | 5 | 0 | Indenture, discharge, and probation | Common school branches, physiology, and history |
| | House of Reformation | 11 | 0 | 15 | Minority or specific term | 2 | 0 | 0 | Indenture, probation, and discharge | Com'n sch'l branches & vocal music |
| Michigan | State Reform School | 16 | 6 | 0 | Minority | 2 | 9 | 0 | | Common school branches |
| Missouri | House of Refuge | 12 | 4 | 0 | Minority | 1 | 3 | 0 | Indenture and discharge | Common school branches |
| New Hampsh'e | State Reform School | 12 | 10 | 0 | Minority or specific term | 2 | 4 | 13 | | Common school branches, physiology, history, and vocal music |
| New Jersey | State Reform School | | | | Minority | | | | | Common school branches and music |
| | Catholic Protectory | | | | Minority | | | | | |
| New York | House of Refuge | 14 | 5 | 11 | Minority | 1 | 2 | 6 | Indenture and discharge | Common school branches |
| | Juvenile Asylum | 12 | 0 | 0 | Indefinite or during minority | 0 | 7 | 0 | Placed in homes and sent to friends | Common school branches and history. |
| | Western House of Refuge | 13 | 0 | 0 | Minority | | | | Indenture and discharge | Common school branches |
| Ohio | House of Refuge | 13 | 9 | 22 | Minority | 2 | 4 | 6 | Indenture and discharge | Common school branches |
| | State Reform School | 13 | 1 | 23 | Minority | | | | Indenture and discharge | Common school branches |
| Pennsylvania | House of Refuge, (white dep't) | *13 | 10 | 0 | Minority | 1 | 3 | 0 | Ind're & disc'ge & sent to alms house | Common school branches |
| | | †14 | 6 | 0 | | | | | | |
| | House of Refuge, (colored dep't) | *12 | 6 | 0 | Minority | 1 | 8 | 0 | Indenture and discharge | Common school branches |
| | | †13 | 0 | 0 | | | | | | |
| | Western House of Refuge | 13 | 11 | 21 | Minority | 2 | 0 | 15 | Indenture and discharge | Common school branches |
| Rhode Island | Providence Reform School | 13 | 8 | 0 | Minority or specific term | 1 | 8 | 0 | Indenture and discharge | Common school branches, U. S. history, and bookkeeping |
| Vermont | State Reform School | | | | Minority. | | | | | |
| Wisconsin | State Reform School | 13 | 8 | 0 | Minority | 2 | 0 | 0 | Discharge and ticket-of-leave | Common school branches |
| Totals, averages, and percentages | | 12 | 11 | 8 | | 1 | 10 | 6 | | |

* Boys. † Girls

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

| State. | Title. | Number of volumes in library. | Disciplinary punishment employed. | PERCENTAGE OF— Reformations. | Deaths since opening. | Deaths in 1868. | Escapes since opening. | Escapes in 1868. | Foreign born. | Foreign parentage. | Orphans. | Half-orphans. | Wholly illiterate. | Intemperate parents. | Fathers without occupation | Parents separated. | Parents quarreled. | Parents irreligious. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| California | Industrial School | .... | .... | . | 1.55 | 1.94 | 12.19 | 9.37 | 26.00 | . | 10 | 16 | 36.84 | . | 0.10 | . | 13.36 | . . | . |
| Connecticut | State Reform School | 1,000 | Corporal punishment, diminution of food, or deprivation of amusements | 75.00 | 1.10 | 1.20 | 4.10 | 0.80 | 10.00 | 38.40 | 6.70 | 38.10 | 6.50 | 35.60 | . | 17.10 | 44.10 | 22.20 |
| Illinois | Chicago Reform School | 500 | Grade system | . | 0.89 | 0.60 | . | 0.00 | 16.00 | 86.88 | 12.70 | 44.44 | 42.85 | 47.02 | . | . | 22.22 | . . |
| Indiana | House of Refuge | 160 | Bread and water, demerits, deprivation of play hours and confinement in "chamber of reflection" | . | 0.80 | 1.10 | 2.73 | 0.00 | 3.50 | 54.50 | 27.60 | 49.10 | 33.90 | . | . | . | . | . |
| Kentucky | House of Refuge | .... | .... | . | 0.35 | 0.00 | 0.00 | 2.40 | 6.90 | 47.12 | 20.69 | 44.82 | 57.40 | 40.82 | . | . | 21.64 | 60.46 |
| Louisiana | House of Refuge | .... | .... | . | .. | 0.00 | 0.00 | 0.00 | . | . | . | . | . | . | . | . | . | . |
| Maine | State Reform School | 1,052 | .... | 75.00 | 1.68 | 0.82 | 3.00 | 1.24 | 11.49 | . | . | 12.48 | . | 41.37 | . | .... | .... | ..... |
| Maryland | House of Refuge | 2,231 | Corporal punishment, grade system, and deprivation of meals | . | 0.13 | 0.22 | 2.20 | 1.33 | 6.75 | 45.33 | 5.33 | 40.00 | 21.33 | 34.60 | . | 11.75 | .... | ..... |
| Massachusetts | State Reform School | 1,400 | Corporal punishment and confinement apart | 75.00 | . | 0.90 | 1.14 | 2.60 | 18.00 | 53.00 | 5.21 | 34.78 | 5.00 | 23.00 | . . . | 8.00 | . . . | . . |
| | Massachusetts Reform School | 500 | Small punishments of the school-room | . | 0.60 | 0.69 | 2.33 | 0.69 | 7.80 | 65.79 | 17.43 | 40.30 | 5.58 | . | . | . . | . . | |
| | State Industrial Girls' School | 1,000 | Deprivation of correspondence and of meals, and solitude | 60.00 | 0.90 | 2.22 | 0.30 | . | 5.00 | 35.00 | 25.00 | 50.00 | 7.00 | 75.00 | . | 25.00 | . . . | . . |
| | House of Reformation | 893 | Corporal, deprivation of meals, & solitude | . | 0.00 | . | 0.00 | 0.00 | 10.00 | 90.00 | 5.21 | 44.78 | . | 26.09 | . | 8.69 | . . | . . . |
| Michigan | State Reform School. | .... | .... | 33.00 | 0.34 | . | 1.30 | 0.83 | 15.45 | 45.12 | 12.40 | 53.00 | 5.76 | . | . | . | 33.00 | . . . |
| Missouri | House of Refuge | 584 | Corporal, bread and water, solitary confinement, and demerits | 81.00 | 0.52 | 0.00 | . | 0.40 | 8.00 | 60.00 | 21.00 | 43.00 | 21.00 | 16.00 | 2.00 | 3.00 | 10.00 | 15.00 |
| New Hampshire | State Reform School | .... | .... | . | . | 0.64 | . | 0.49 | 17.24 | . | 13.79 | 42.55 | . | 34.75 | 20.68 | . . | . | . . . |
| | Industrial Protectory | .... | .... | .. | .. | 0.51 | . | . | 13.50 | . | 52.60 | 34.10 | 43.01 | . | . | . . | . . | . . . |
| New York | House of Refuge | 1,170 | Grade syst'm & (if need'd) corp'l pun'hm't | .. | . | 0.00 | . | 0.32 | . | 77.60 | 9.59 | 31.76 | . | . | .. | 3.17 | . . | . . . . |
| | Juvenile Asylum | 2,000 | Corporal | 80.00 | 0.41 | 0.63 | 0.79 | 0.15 | 24.40 | 74.57 | 12.00 | 43.40 | 43.40 | 29.15 | . . . | . . . | . | . . . |
| | Western House of Refuge | 1,500 | .... | .. | 1.55 | 0.47 | 3.52 | 0.01 | . | 60.00 | 3.13 | 42.50 | . | 31.30 | . | 5.00 | . | . . . . |
| Ohio | House of Refuge | .... | .... | . | . | 0.00 | .. | 0.00 | 11.92 | 77.90 | . | . | . | . | . | . . . | . . | . . . |
| | State Reform School | .... | .... | .. | . | 1.07 | . | 5.37 | 9.70 | 86.56 | 17.38 | 41.04 | . | . | .. | . . . | . . | . . . |
| Pennsylvania | House of Refuge, (white dep't) | 2,500 | .... | . | . | 0.95 | .. | . | 12.70 | 64.12 | 10.70 | 40.95 | 45.30 | . | . | . . . | . . | . . . . |
| | House of Refuge, (colored dep't) | 1,200 | .... | .. | .. | .. | .. | .. | .. | .. | .. | .. | 62.65 | . | . | . . . | . . | . . . . |
| | Western House of Refuge. | 1,465 | .... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Rhode Island | Providence Reform School | 1,200 | Usually moral agencies, grade system. | 72.00 | 1.50 | 0.00 | 3.17 | 1.37 | 18.37 | 61.80 | 16.00 | 49.50 | 2.72 | . . . | . | 6.22 | . . . | . . |
| Wisconsin | State Reform School | 260 | .... | . | 0.36 | 0.47 | 0.81 | 0.00 | 14.00 | 75.80 | . | . | 32.56 | . | . | . | . | . . . . |
| Totals, averages, and percentages | | 20,545 | | . | 0.38 | 1.23 | . | .5.29 | 17.18 | 60.47 | 13.00 | 46.02 | . | 27.77 | . . . | 15.40 | . | . . |
| | | | | 71.37 | 0.78 | 0.88 | 2.79 | 2.00 | 15.13 | 59.01 | 15.13 | 40.20 | 28.62 | 33.47 | 11.34 | 10.85 | 30.23 | 30.29 |

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

| State. | Title. | PERCENTAGE OF— | | | | | | | | | | | | | | | | Religious agencies employed. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Parents had been in prison. | Relatives had been in prison. | Had step parents. | Prev'nsly arrest'd. | Those who had been idle | Those who had been profane. | Those not regular at Sunday school. | Those not regular at church. | Those who used intoxicating drinks. | Those who used tobacco. | Those who visited theaters. | Those who had been truants. | Those who had slept in barns, &c. | Those who had been homeless. | |
| California | State Reform School | .. | .. | 0. 35 | .. | 62. 29 | .. | .. | .. | .. | .. | .. | .. | .. | 82. 55 | |
| Connecticut | State Reform School | 5. 10 | 23. 00 | 10. 20 | 39. 50 | 50. 10 | 69. 50 | 65. 70 | 44. 50 | 10. 20 | 30. 00 | 42. 70 | 64. 90 | 23. 00 | 6. 20 | Services by supt. and clergy from the city. |
| Illinois | Chicago Reform School | 47. 02 | .. | 20. 15 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| Indiana | House of Refuge | .. | .. | .. | .. | .. | 98. 20 | 28. 50 | 89. 30 | .. | 10. 70 | .. | .. | .. | .. | Services by superintendent and occasional assistance of village clergy |
| Kentucky | House of Refuge | .. | .. | 50. 58 | .. | .. | .. | .. | .. | .. | 41. 37 | .. | .. | .. | 44. 83 | Services by officers and friends from Louisville. |
| Maine | State Reform School | .. | 1. 79 | 5. 17 | 5. 17 | 10. 00 | 86. 10 | .. | .. | 30. 20 | 72. 41 | .. | 15. 51 | 8. 43 | .. | |
| Maryland | House of Refuge | .. | .. | .. | .. | .. | 90. 00 | .. | .. | .. | .. | .. | .. | .. | .. | Clergy from Baltimore hold services. |
| Massachus'a | State Industrial School for Girls | 10. 00 | 20. 69 | 6. 95 | 28. 69 | 75. 00 | 90. 00 | 20. 00 | 20. 00 | 5. 21 | 7. 82 | 20. 00 | 10. 00 | 3. 00 | 3. 00 | Services by officers and clergy of the vicinity. |
| | Southern Reform School | .. | .. | .. | 54. 75 | 10. 81 | .. | .. | .. | .. | .. | .. | .. | .. | .. | Services by clergy takes the place of chaplain. |
| | State Industrial Girls' School | .. | .. | 50. 00 | .. | 95. 00 | 25. 00 | .. | .. | .. | .. | .. | 75. 00 | .. | .. | Resident chaplain |
| | House of Reformation | .. | 20. 69 | 6. 95 | 28. 69 | .. | .. | .. | .. | 5. 21 | 7. 02 | .. | .. | .. | .. | Chaplain who visits school daily and holds religious service on Sabbath |
| Michigan | State Reform School | .. | 7. 43 | .. | 43. 80 | .. | .. | .. | .. | 30. 58 | .. | .. | .. | 64. 46 | .. | |
| Missouri | House of Refuge | 7. 00 | 7. 00 | 22. 00 | 22. 00 | 11. 00 | 42. 00 | 57. 00 | 50. 00 | 6. 00 | .. | 30. 00 | 14. 00 | 30. 00 | 27. 00 | Officers and friends of institution give all moral instruction deemed to inmates. |
| New Hampsh'e | State Reform School | .. | .. | 25. 86 | 20. 68 | 53. 79 | 34. 48 | 53. 79 | 51. 72 | 10. 34 | 20. 68 | .. | .. | 13. 79 | .. | Services by clergy of Manchester & other friends. |
| New York | Catholic Protectory | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| | New York Houses of Refuge | .. | .. | 6. 67 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Resid't chaplain who has gen'l supervision of spiritual affairs & assists to inventurize committees |
| | Juvenile Asylum | .. | .. | .. | 12. 79 | .. | .. | .. | .. | .. | .. | .. | 27. 50 | .. | .. | Services by officers and occasional assistance from friends outside |
| | Western House of Refuge | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| Ohio | House of Refuge | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Resident chaplain |
| | State Reform School | .. | .. | .. | .. | .. | .. | .. | .. | 14. 17 | 49. 25 | .. | 28. 35 | .. | .. | Sunday school by officers and preaching by clergymen of Lancaster |
| Pennsylvania | House of Refuge, (white dep't) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Sunday school by officers preaching by clergy |
| | House of Refuge, (colored dep't) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Sunday school by officers preaching by clergy. |
| | Western House of Refuge | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Services by officers. |
| Rhode Island | Providence Reform School | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Services by officers. |
| Wisconsin | State Reform School | .. | .. | 23. 40 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | Services by officers. |
| Totals, averages, and percentages | | 17. 43 | 13. 37 | 20 11 | 27 34 | 47. 24 | 60. 91 | 50. 00 | 32. 76 | 14. 74 | 30. 75 | 30. 90 | 33. 61 | 23. 93 | 28. 73 | |

TABLE XIX.—*Tabular view of State prison statistics for* 1868.

| States. | Location. | Warden. | Estimated value of real estate. | Estimated value of personal property. | Number of cells. | Dimensions of cells in feet. | | | Average number of prisoners. | Whole number of officers and employés. | Aggregate salaries. | Total ordinary expenditures, including salaries. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *L.* | *B.* | *H.* | | | | |
| Alabama (*a*) | Wetumpka | William Smith | $50,000 | $19,000 | 208 | 7½ | 3½ | 7 | 263 | 35 | $18,000 | $75,000 |
| Arkansas | Little Rock | J. L. Hodges | | | | | | | | | | |
| California | San Quintin | William Holden | | | | | | | | | | |
| Connecticut (*a*) | Wethersfield | William Willard | 100,000 | 8,000 | 248 | 7½ | 3½ | 7½ | 181 | 14 | 7,350 | 21,128 |
| Delaware | No State prison | | | | | | | | | | | |
| Florida | Chattahoochee | M. Martin | | | | | | | | | | |
| Georgia (*a*) | Milledgeville | John Darnell | 19,000 | 14,000 | 500 | 8 | 7 | 5 | 300 | 25 | (*b*)2,000 | Unknown. |
| Illinois (*a*) | Joliet | Geo. W. Perkins | 1,000,000 | | 24 sep.<br>1,000 cong. | 15<br>7 | 7<br>4 | 15<br>7 | 1,110 | 85 | 49,303 | 327,244 |
| Indiana: | | | | | | | | | | | | |
| Northern | Michigan City | W. W. Higgins | | | | | | | 297 | | | 44,442 |
| Southern (*a*) | Jeffersonville | L. S. Shuler | | | 360 | 7 | 3¾ | 7½ | 404 | 25 | 17,505 | 50,748 |
| Iowa | Fort Madison | Martin Heisey | | | | | | | 186 | | | 28,107 |
| Kansas | Leavenworth | J. L. Philbrick | (*d*)1,500,000 | | 172 | 7 | 4 | 7 | 147 | | | 42,700 |
| Kentucky (*a*) | Frankfort | H. I. Todd | 500,000 | 50,000 | 648 | 8 | 4 | 6½ | 550 | 32 | 20,000 | 90,000 |
| Louisiana | Baton Rouge | | | | | | | | | | | |
| Maine (*a*) | Thomaston | W. W. Rice | 100,000 | 40,000 | 174 | 7⅓ | 4 | 7½ | 138 | 23 | 11,700 | 24,710 |
| Maryland | Baltimore | John W. Horn | | | | | | | 648 | | 27,927 | 85,403 |
| Massachusetts (*a*) | Charlestown | Gideon Haynes | 800,000 | | 680 | 8 | 5 | 7 | 546 | 36 | 35,075 | 99,524 |
| Michigan: | | | | | | | | | | | | |
| State prison | Jackson | H. H. Bingham | | | | | | | 610 | | 26,274 | 91,030 |
| Detroit House of Correction (State prison for certain purposes.) | Detroit | Z. R. Brockway | | 14,949 | | | | | 292 | | | 50,056 |
| Minnesota | Stillwater | | | | | | | | | | | |
| Mississippi | Jackson | Z. A. Phillips | | | | | | | | | | |
| Missouri (*a*) | Jefferson City | D. A. Wilson | 200,000 | 54,000 | 356 | 7½<br>7½ | 4½<br>4 | 7½<br>7 | 691 | 48 | 39,449 | 221,438 |
| Nebraska | No State prison | | | | | | | | | | | |
| Nevada | Carson City | Jas. S. Slingerland | | | | | | | 24 | 10 | 8,262 | 30,106 |
| New Hampshire | Concord | Joseph Mayo | | | | | | | 132 | 10 | 5,768 | 22,715 |
| New Jersey | Trenton | D. D. Hennion | | | | | | | 564 | | 37,588 | 95,370 |
| New York: | | | | | | | | | | | | |
| Auburn | Auburn | Allen Rose | 613,557 | 69,836 | 992 | 6½ | 4½ | 6½ | 952 | 70 | 56,683 | 167,273 |
| Clinton | Dannemora | Wm. C. Rhodes | 465,468 | 400,350 | 544 | 8 | 4 | 6½ | 518 | 52 | 44,570 | 331,764 |
| Sing Sing, (male and female) | Sing Sing | E. M. Russell | 813,671 | 180,434 | 1,318 | 7 | 3½ | 6½ | 1,437 | 192 | 84,314 | 327,400 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albany Penitentiary (U. S. prison for Dist. Col.) | Albany | Amos Pillsbury | 200,000 | 16,228 | 400 | 7 | 4 | 7 | 365 | 28 | | 41,799 |
| North Carolina | Raleigh (In process of construction.) | | | | | | | | | | | |
| Ohio | Columbus | R. Burr | | | | | | | 1,053 | 72 | 57,000 | 141,795 |
| Oregon | Salem | M. P. Berry | | | | | | | 65 | 18 | 12,232 | 26,332 |
| Pennsylvania: | | | | | | | | | | | | |
| Eastern Penitentiary | Philadelphia | Henry M. Klapp, M. D., act. ward | | | | | | | 622 | | | (c)60,332 |
| Western Penitentiary | Pittsburg | Edward S. Wright | | | | | | | 463 | | | (c)46,928 |
| Rhode Island (a) | Providence | Nelson Viall | 100,000 | | 88 | 8 | 4 | 7 | 65 | 10 | 6,362 | 6,703 |
| South Carolina (a) | Columbia | C. J. Stolbrand | 200,000 | | 500 | 9 | 5 | 7 | 175 | 42 | 13,000 | 38,690 |
| Tennessee (a) | Nashville | | 54,000 | 10,000 | 352 | 8 | 6 | 7 | 450 | 40 | 19,800 | 80,000 |
| Texas | Huntsville | N. A. M. Dudley | | | | | | | | | | |
| Vermont (a) | Windsor | James A. Pollard | 150,000 | 45,000 | 104 | 8 | 5½ | 7 | 80 | 10 | 4,754 | 12,601 |
| Virginia (a) | Richmond | Geo. F. Strother | 40,000 | 5,000 | 170 | 12 | 6 | 8 | 540 | 27 | 16,000 | 91,931 |
| West Virginia | No State prison | | | | | | | | | | | |
| Wisconsin | Waupun | | 500,000 | 26,000 | | | | | 195 | | 17,970 | 49,986 |
| Totals and averages | | | 7,404,696 | 952,795 | 6,638 | 8 | 4 3-5 | 7 1-10 | 14,063 | [illegible] | 638,915 | 2,813,324 |

(a) Statistics of these prisons furnished by the prison authorities; of the others, as far as given, they are compiled from the reports.
(b) Keeper's salary only; other officers paid by lessee. (c) Exclusive of salaries. (d) Estimated cost when completed.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

| States. | Total prison earnings, including receipts from U. S. prisoners. | Excess of expenditure. | Excess of earnings. | Cost per capita. | Earnings per capita. | Average number engaged in productive labor. | Kinds of productive labor. | Is contract system in use. |
|---|---|---|---|---|---|---|---|---|
| Alabama | $85,000 | .... | $10,000 | $285 | $193 | 240 | Railroad building, manufacture of plows and wagons | Yes. |
| Arkansas | | | | | | | | |
| California | | | | | | | | |
| Connecticut | 23,941 | .... | 2,813 | 117 | 132 | 152 | Boot-making, burnishing silverware, and making carpenters' rules. | Yes. |
| Delaware | | | | | | | | |
| Florida | | | | | | | | |
| Georgia* | | | | | | | | Leasing system. |
| Illinois | 228,969 | $96,275 | .... | 295 | 206 | 800 | Eleven branches. (See p. 103)† | |
| Indiana, Northern | 34,452 | 9,990 | .... | 149 | 116 | | | Yes. |
| Southern | 52,032 | .... | 1,284 | 126 | 129 | | | Yes. |
| Iowa | 19,195 | 8,912 | .... | 151 | 102 | | Cooperage, agricultural, and household implements | Yes. |
| Kansas | 6,091 | 36,679 | .... | 290 | 40 | | Shoemaking, stone-cutting, quarrying, and lime-burning are the chief branches. | No. |
| Kentucky* | | | .... | 163 | .... | 500 | Manufacture of hemp, tobacco, wagons, coopers' ware, and blacksmithing. | Leasing system. |
| Louisiana | | | | | | | | |
| Maine | 22,316 | 2,495 | .... | 179 | 161 | 112 | Manufacture of carriages and of boots and shoes | No. |
| Maryland | 39,948 | 25,455 | .... | 131 | 88 | 310 | | Yes. |
| Massachusetts | 127,171 | .... | 27,647 | 192 | 233 | 454 | Bronzed-iron work, whips, castings | Yes. |
| Michigan: | | | | | | | | |
| State Prison | 94,880 | 6,061 | .... | 149 | 134 | | | Yes. |
| Detroit House of Correction, (State prison for certain purposes) | 65,250 | .... | 15,203 | 172 | 224 | .... | Manufacture and seating of chairs | No. |
| Minnesota | | | | | | | | |
| Mississippi | | | | | | | | |
| Missouri | 111,424 | 110,014 | .... | 220 | 161 | 477 | Quarrying, stone-cutting, chair-making, coopering, manufacture of saddletrees, shoes, wagons, cabinet ware, &c. | Yes. |
| Nebraska | | | | | | | | |
| Nevada; | 866 | 29,240 | .... | 1,254 | 36 | .... | | No. |
| New Hampshire | 27,845 | .... | 4,770 | 172 | 209 | .... | Cabinet work shoemaking | Yes. |
| New Jersey | 39,392 | 55,077 | .... | 169 | 70 | .... | Weaving, chair-making, cordwainning | Yes. |
| New York | | | | | | | | |
| Auburn | 126,436 | 40,842 | .... | 175 | 132 | 702 | Manufacture of shoes, hames, tools, machines, sashes and blinds. | Yes. |
| Clinton | 299,069 | 39,695 | .... | 540 | 577 | 260 | Manufacture of iron and nails. | No. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Sing Sing, (male and female) | 176,139 | 151,320 | ... | 227 | 122 | 950 | Manufacture of saddlery, hardware, shoes, cabinet ware, and iron chains. | Yes. |
| Albany Penitentiary, (U. S. prison for District of Columbia) | 52,025 | ... | 10,235 | 113 | 143 | 300 | Shoemaking, chair-seating | In part. |
| North Carolina | ... | ... | 20,242 | ... | ... | ... | ... | ... |
| Ohio | 171,037 | ... | ... | 124 | 161 | 850 | ... | Yes. |
| Oregon | 12,558 | 13,774 | ... | 354 | 195 | ... | Saddlery, brick-making, farming | No. |
| Pennsylvania. | | | | | | | | |
| Eastern Penitentiary | 31,685 | 22,667 | ... | 97 | 51 | ... | Seating chairs, cordwaining, shoe-fitting, weaving, winding | No. |
| Western Penitentiary | 27,013 | 19,913 | ... | 101 | 58 | ... | Weaving, shoemaking, cigar manufacture | No. |
| Rhode Island | 6,703 | ... | 321 | 98 | 103 | 60 | Shoemaking | Yes. |
| South Carolina | 49,151 | ... | 10,440 | 146 | 182 | ... | All employed on construction of building and on domestic work. | No. |
| Tennessee | 37,500 | 42,500 | ... | 178 | 83 | 300 | Manufacture of agricultural implements and cedar ware. | Yes. |
| Texas | ... | ... | ... | ... | ... | ... | ... | ... |
| Vermont | 6,658 | 5,943 | ... | 157 | 83 | 55 | Manufacture of scythe snaths | Yes. |
| Virginia | 12,965 | 68,946 | ... | 152 | 24 | 200 | Manufacture of carriages and shoes, coopering | Yes. |
| West Virginia | ... | ... | ... | ... | ... | ... | ... | ... |
| Wisconsin | 40,152 | 9,836 | ... | 256 | 205 | ... | Chair-making | No. |
| Totals and averages | 2,037,351 | 797,534 | 111,955 | 200 | 130 | 6,812 | | |

* Prison leased for a term of years; no earnings for State. † Contract system to a limited extent; work done mostly on State account.
‡ Convict labor employed chiefly in erecting prison buildings, and consequently bringing no cash income.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

| States. | Average per diem paid for convict labor. | Number of hours devoted to labor. | Punishment for prison offenses. | Average length of sentences. | Percentage unable to read on admission. | Percentage intemperate on admission. | Percentage of insane now in prison. | Percentage of weak mind and epileptic now in prison. | Percentage of life men. | Percentage of minors on admission. |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Cents.* | | | *Y. M. D.* | | | | | | |
| Alabama | 88½ | 10 | Lash in presence of officers, 39 extent | 5 0 0 | 90.00 | 90.00 | ..... | 0.74 | 3.04 | 12.00 |
| Arkansas | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| California | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 55 | 9¾ | Solitary cell and cats | 4 0 20 | 5.00 | 85.00 | 3.32 | 5.52 | 8.29 | 15.00 |
| Delaware | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | ..... | 11 | Whipping | 6 0 0 | Unknown | 40.00 | ..... | ..... | 13.33 | 19.00 |
| Illinois | ..... | ..... | Dark cell | 4 6 0 | 17.00 | 33.00 | 0.36 | ..... | 2.00 | 20.00 |
| Indiana: | | | | | | | | | | |
| Northern | 50 | 10 | Dark cell, cats, &c | 3 2 4 | ..... | ..... | ..... | ..... | 8.75 | 35.02 |
| Southern | 44 | 10 | Loss of privileges and time gained, ball and chain; in extreme cases the cats. | 3 10 27 | 20.00 | 90.00 | 0.25 | 0.50 | 6.72 | 18.00 |
| Iowa | 40½ | 10 | Dark cell, with bread and water diet | 2 4 5 | 15.48 | 50.00 | ..... | ..... | 2.09 | 20.92 |
| Kansas | ..... | ..... | Ball and chain on the leg, and the convict kept constantly at work, | 2 11 15 | 14.71 | ..... | ..... | ..... | ..... | 20.00 |
| Kentucky | ..... | 9 | Solitary cell and whipping; not more than two strokes for one offense. | 2 6 0 | 50.00 | 50.00 | 0.20 | 0.46 | 0.20 | 20.00 |
| Louisiana | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Maine | ..... | 9½ | Confinement in dark cell | 3 4 0 | 10.00 | 88.00 | 0.72 | 4.56 | 14.24 | 25.00 |
| Maryland | ..... | ..... | ..... | 5 5 5 | 59.30 | ..... | ..... | ..... | 1.59 | 19.55 |
| Massachusetts | 94 | 9 | Solitary confinement, loss of time earned, privation of privileges. | 4 6 0 | 4.44 | 50.00 | 0.60 | Unknown | 9.89 | 25.00 |
| Michigan: | | | | | | | | | | |
| State prison | 60 | ..... | ..... | 3 2 15 | 19.14 | ..... | ..... | ..... | ..... | 25.39 |
| Detroit House of Correction, (State prison for certain purposes.) | ..... | ..... | Solitary confinement and forfeiture of privileges. | 0 2 21 | 19.85 | 67.03 | ..... | ..... | ..... | 25.77 |
| Minnesota | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mississippi | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 40 | 9½ | Dark cell, shaving head, lash, ball and chain, confinement on bread and water. | 3 1 6 | 15.37 | 47.07 | ..... | 1.00 | 1.44 | 28.85 |
| Nebraska | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nevada | ..... | ..... | Only two punishments in two years, of what sort not stated. | 4 6 14 | ..... | ..... | ..... | ..... | 9.75 | 17.07 |
| New Hampshire | ..... | ..... | ..... | 5 6 29 | ..... | ..... | ..... | ..... | 2.47 | 33.33 |
| New Jersey | 35 | ..... | ..... | 4 2 22 | ..... | ..... | ..... | ..... | 0.70 | 24.09 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| New York: | | | | | | | | | | | |
| Auburn | 44 | 10 | Dark cell; paddles | 4 | 10 | 28 | 11.65 | 70.00 | | | 2.19 | 19.34 |
| Clinton | | 10 | Dark cell; suspension by wrists | 5 | 1 | 2 | 8.79 | 75.00 | | | 3.51 | 22.26 |
| Sing Sing, (male and female) | 42½ | 10 | Same | 4 | 10 | 22 | 15.11 | 76.00 | | | 1.96 | 15.90 |
| Albany Penitentiary, U. S. prison for District of Columbia | 45 | 10 | Dark cell | 1 | 4 | 14 | 31.56 | 78.28 | 0.15 | 1.64 | | 21.00 |
| | | | | [This average is for about one-third, the remaining two-thirds have sentences not averaging over 60 days.] | | | | | | | | |
| North Carolina | | | | | | | | | | | | |
| Ohio | 61 | | | 3 | 6 | 0 | 11.50 | 65.00 | | | 5.76 | 25.34 |
| Oregon | | | Counsel, admonition, shackles, and, as a last resort, flogging. | 3 | 0 | 3 | | | | | 10.14 | |
| Pennsylvania: | | | | | | | | | | | | |
| Eastern Penitentiary | | | Dark cell, with bread and water diet | 2 | 6 | 10 | 16.20 | 84.00 | | | | 17.77 |
| Western Penitentiary | | | Dark cell, on bread and water | 2 | 4 | 0 | 15.67 | 73.00 | | | | 18.86 |
| Rhode Island | 40 | 10 | Dark cell and loss of time earned | 3 | 7 | 7 | 5.00 | 90.00 | 4.61 | 4.61 | 15.38 | 33.77 |
| South Carolina | | 10 | Dark cell, bread and water, ball and chain | 2 | 0 | 0 | 90.00 | | | | 1.71 | 17.00 |
| Tennessee | 43 | 10 | Solitary confinement | 7 | 0 | 0 | 75.00 | 87.50 | 0.04 | 3.33 | 2.66 | 25.00 |
| Texas | | | | | | | | | | | | |
| Vermont | 42 | 10 | Dark cell only | 2 | 6 | 0 | 20.00 | 50.00 | 2.50 | 3.75 | 7.50 | 23.00 |
| Virginia | 50 | 8 | Solitary confinement and privation of food | 8 | 0 | 0 | 80.00 | 80.00 | | | 0.74 | 6.00 |
| West Virginia | | | | | | | | | | | | |
| Wisconsin | | | Solitary confinement; privation of privileges | 3 | 9 | 23 | 11.83 | 80.00 | | | 17.81 | 24.00 |
| Totals and averages | 51½ | 9¾ | | 4 | 0 | 14 | 28.14 | 69.51 | 0.98 | 2.35 | 4.89 | 21.72 |

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

| States. | Percentage of those pardoned during the year. | Percentage of escapes without recapture. | Percentage of those who had not learned a trade. | Percentage of deaths. | Percentage of native born. | Percentage of foreign born. | Number of volumes in prison library. | Provision for secular instruction. | Religious services. |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 3.80 | 1.14 | 96.00 | 16.35 | 99.00 | 1.00 | 275 | None | Preaching every Sabbath. |
| Arkansas | | | | | | | | | |
| California | | | | | | | | School every Sunday morning | |
| Connecticut | 10.49 | | 72.00 | 4.42 | 68.00 | 32.00 | 1,200 | Lessons by chaplain at cell door | Morning and evening prayer daily in chapel; preaching and Sunday-school on Sabbath. |
| Delaware | | | | | | | | | |
| Florida | | | | | | | | School every evening in winter | |
| Georgia | 3.33 | 4.00 | 75.00 | 1.00 | 99.00 | 1.00 | (*) | None | Preaching occasionally. |
| Illinois | 1.05 | 1.08 | 50.00 | 1.62 | 70.00 | 30.00 | 450 | Lessons by chaplain at cell door | Preaching to men a. m., and to women p. m; weekly prayer meeting and Bible class. |
| Indiana: | | | | | | | | | |
| Northern | 7.50 | 0.50 | 69.00 | 0.68 | | | | | |
| Southern | 6.72 | 0.25 | 80.00 | 1.00 | 81.00 | 19.00 | 1,000 | Reading and writing taught in Sunday school. | Preaching, Sunday-school, and prayer meeting on Sabbath; three prayer meetings during week. |
| Iowa | 10.69 | 0.55 | 60.00 | 1.07 | 70.00 | 30.00 | | Sunday school and lessons by chaplain | Preaching and Sunday-school every Sabbath. |
| Kansas | 8.16 | 3.40 | 66.00 | 0.68 | 80.00 | 20.00 | | School two hours every Sunday morning. | Preaching and Bible class every Sabbath; prayer meetings on Sabbath and Wednesday. |
| Kentucky | 9.00 | 1.00 | 100.00 | 1.10 | 95.00 | 5.00 | 200 | None | Preaching and Sunday-school every Sabbath. |
| Louisiana | | | | | | | | | |
| Maine | 15.22 | | 90.00 | 3.63 | 80.00 | 20.00 | 300 | No provision of law; wife of warden gives instruction voluntarily. | No resident chaplain; pastors preach in turn every Sabbath. |
| Maryland | 20.08 | | 88.00 | 3.05 | 88.00 | 12.00 | | None | No chaplain; preaching by city pastors; Sabbath school. |
| Massachusetts | 6.22 | 0.36 | 80.00 | 1.10 | 63.00 | 37.00 | 2,000 | Prison school two evenings per week. | Daily service of prayer in chapel; preaching and Sunday-school on Sabbath; prayer meeting on Wednesday. |
| Michigan: | | | | | | | | | |
| State prison | 0.48 | 0.98 | | 1.81 | 74.00 | 26.00 | | Prison school one hour every Sabbath morning. | Preaching every Sabbath, first to men and then to women; also brief service in hospital; Sabbath-school. |
| Detroit House of Correction. (State prison for certain purposes.) | 0.68 | 2.05 | 77.00 | 2.05 | 50.00 | 50.00 | | School 2½ hours twice a week, with weekly lectures mostly of a scientific cast. | Preaching and convicts' prayer meeting every Sabbath. |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Minnesota | | | | | | | | | |
| Mississippi | | | | | | | | | |
| Missouri | 35.16 | 1.73 | 65.00 | 1.59 | 73.00 | 27.00 | 1,100 | None | Preaching once a week. |
| Nebraska | | | | | | | | | |
| Nevada | 12.50 | 4.17 | 69.00 | ..... | 44.00 | 56.00 | ..... | None | None as far as appears from report. |
| New Hampshire | 14.39 | ..... | ..... | 1.51 | 86.00 | 14.00 | ..... | School every evening | Preaching and Sunday-school. |
| New Jersey | 22.52 | 1.22 | ..... | 0.70 | 63.00 | 37.00 | ..... | None | Preaching on Sabbath. |
| New York: | | | | | | | | | |
| Auburn | 3.48 | 0.21 | 62.00 | 1.05 | 77.00 | 23.00 | 2,000 | Lessons given by 3 teachers 2 hours every evening at cell doors. | Preaching every Sabbath and Sunday-school. |
| Clinton | 2.47 | 1.16 | 69.00 | 1.43 | 63.00 | 37.00 | 1,000 | Lessons by 2 teachers 2 hours every evening at cell doors. | Preaching on Sabbath; Sunday-school. |
| Sing Sing, (male and female) | 2.86 | 1.08 | 62.00 | 1.08 | 54.00 | 46.00 | 3,000 | Lessons given by 5 teachers every evening in male prison, and every day in female. | Preaching weekly, both in male and female prison; Sunday-school in latter. |
| Albany Penitentiary, (U.S. prison for District of Columbia.) | 4.38 | ..... | 75.00 | 3.28 | 52.00 | 48.00 | 1,200 | None | Preaching every Sabbath morning. |
| North Carolina | | | | | | | | | |
| Ohio | 4.50 | 0.02 | 83.00 | 2.28 | 75.00 | 25.00 | ..... | Little if any attention appears to be given to this matter. | Preaching every Sabbath and Sunday-school. |
| Oregon | 13.84 | ..... | ..... | 1.54 | ..... | ..... | ..... | Prison school every evening taught by the better educated convicts. | Preaching every Sabbath by volunteer clergymen. |
| Pennsylvania: | | | | | | | | | |
| Eastern Penitentiary | 5.78 | ..... | 93.00 | 1.11 | 73.00 | 27.00 | ..... | Lessons given in cells averaging about one lesson weekly. | Preaching every Sabbath in the several corridors. |
| Western Penitentiary | 7.79 | ..... | 69.00 | 0.68 | 66.00 | 34.00 | ..... | Prison school without suitable accommodations, how often not stated. | Preaching on the Sabbath and Sunday-school. |
| Rhode Island | 9.23 | 1.53 | ..... | ..... | 77.00 | 23.00 | 700 | Prison scool every evening taught by officers. | Preaching every Sabbath and Sunday-school. |
| South Carolina | 33.24 | 8.00 | 90.00 | 6.37 | 99.00 | 1.00 | (*) | None | Preaching every Sabbath. |
| Tennessee | ..... | 2.22 | 80.00 | 2.66 | 98.00 | 2.00 | (†) | Prison school on Sunday | Preaching every Sabbath and Sunday-school. |
| Texas | | | | | | | | | |
| Vermont | 5.00 | ..... | 80.00 | 2.50 | 67.00 | 33.00 | 400 | None | Preaching every Sabbath; Bible class weekly. |
| Virginia | 13.88 | ‡17.77 | 100.00 | 0.92 | 98.00 | 2.00 | 500 | None by law; taught reading in Sunday school. | Church service every Sabbath a. m.; Sunday-school p. m; morning and evening prayers daily. |
| West Virginia | | | | | | | | | |
| Wisconsin | 5.64 | ..... | 77.00 | 0.51 | 55.00 | 44.00 | ..... | Prison school every Saturday morning | Preaching every Sabbath. |
| Totals and averages | 9.68 | 1.75 | 76.93 | 2.15 | 72.00 | 28.00 | 16,825 | | |

* No library. †1,500 Sunday school books. ‡ Nearly all of these, "at least 95 per cent.," escaped from public works and not from the prison.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

| States. | Funeral services. | Regulations relating to correspondence. | Regulations relating to visits of friends. |
|---|---|---|---|
| Alabama | None | Through warden, how often, not stated | In presence of officer, frequency not stated. |
| Arkansas | | | |
| California | | | |
| Connecticut | Reading Scriptures, remarks and prayer by chaplain. | Can write once in six weeks, or oftener if necessary; can receive letters every Sabbath. All correspondence examined. | Can see friends once every three or four weeks. In presence of officer. |
| Delaware | | | |
| Florida | | | |
| Georgia | None | Through principal keeper, not stated how often | At any time by consent of principal keeper. |
| Illinois | At the burial of a convict, the chaplain offers prayer. "No attendance of prisoners." | Letters may be sent every two months, and received at all times. Correspondence subject to inspection. Moral newspapers allowed. | The general rule is a visit once in three months; in some cases once in thirty days. |
| Indiana: | | | |
| Northern | | | |
| Southern | All convicts not on contract attend corpse to grave, also chaplain, warden, and other officers. Singing, remarks, and prayer at grave. | Convicts write as often as they choose, on condition of good behavior. For misconduct, privilege withdrawn for one month. | Visits are allowed every two weeks. |
| Iowa | | | |
| Kansas | | | |
| Kentucky | None | Prisoners can write once in three months; can receive all letters written to them. | Visits of friends every three months; business calls can be made whenever necessary. |
| Louisiana | | | |
| Maine | Service in chapel, at which all convicts are assembled. | Allowed to write every three months, at State's expense, and weekly at their own. | Allowed twenty minutes' interview in presence of an officer, whenever their friends come to see them. |
| Maryland | | | |
| Massachusetts | Service in chapel. All attend | Can write letters once in three months; can receive all sent. All letters examined. | Prisoners can see their friends once in three months. |
| Michigan: | | | |
| State prison | | | |
| Detroit House of Correction (S. P. for certain purposes.) | | | |
| Minnesota | | | |
| Mississippi | | | |
| Missouri | Reading Scriptures, short address, and prayer in chapel. | Can write monthly at expense of State; oftener at their own. All letters examined. | Resident relatives weekly, non-residents whenever they come, always in presence of an officer. |
| Nebraska | | | |
| Nevada | | | |
| New Hampshire | | | |
| New Jersey | | | |
| New York: | | | |
| Auburn | | Write once in three months; receive letters at any time. Correspondence all examined by chaplain. | Can receive visits every three months, always in presence of an officer. |
| Clinton | | Same as above | Same as above. |

| | | | |
|---|---|---|---|
| Sing Sing, (male and female) | | Same as above | Same as above. |
| Albany Penitentiary, (U. S. prison for Dis. Columbia.) | None | Can write once a month, receive letters whenever sent. All letters examined. | Once a month in presence of officer. |
| North Carolina | | | |
| Ohio | None, as far as appears | | |
| Oregon | None, as far as appears | | |
| Pennsylvania: | | | |
| Eastern Penitentiary | None | | |
| Western Penitentiary | None | | |
| Rhode Island | Religious services in chapel, in presence of convicts. | Can write once a month, subject to inspection. | Can receive visits once in three months, oftener if sick. |
| South Carolina | None | Can write once a month; all letters examined. | No fixed period. |
| Tennessee | None | Can write once a month | All visitors received. |
| Texas | | | |
| Vermont | Reading Scriptures, exhortation, singing, and prayer, in chapel. | Letters once in three months; all letters examined. | Can see friends at any time, in presence of an officer. |
| Virginia | All work stopped; religious service in chapel. All attend; fifty or more go to grave. | | Once in six weeks; oftener, by permission of warden. |
| West Virginia | | | |
| Wisconsin | | | |

TABLE XX.—*Summary of examinations for admission to the United States Military Academy for fifteen years, from 1856 to 1870, inclusive.*

| Appointed from— | Candidates. | Accepted, total. | Rejected. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | On what account. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Physical disability. | Literary incompetency. | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | In the year— | | | | | | | | | | | | | | | | During fifteen years. | Deficient in— | | | | | | | |
| | | | | | 1856. | 1857. | 1858. | 1859. | 1860. | 1861. | 1862. | 1863. | 1864. | 1865. | 1866. | 1867. | 1868. | 1869. | 1870. | | | Writing, including orthography. | | Reading. | | Arithmetic. | | Geography. | | Grammar. | | History. |
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. | | No. | | No. | | No. | | No. |
| Alabama | 32 | 20 | 12 | 1 | .. | 1 | .. | 1 | .. | .. | .. | .. | 1 | .. | .. | .. | 3 | 1 | 4 | 11 | 5 | 3 | | 4 | | 7 | | 7 | | 7 |
| Arkansas | 10 | 7 | 3 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | 1 | 2 | 1 | 1 | | 1 | | 1 | | 2 | | .. |
| California | 15 | 12 | 3 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 1 | .. | 3 | .. | .. | | 2 | | 3 | | 2 | | 3 |
| Connecticut | 22 | 14 | 8 | 2 | .. | .. | 2 | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | 3 | 6 | 2 | .. | | 4 | | 1 | | 3 | | 2 |
| Delaware | 11 | 6 | 5 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 2 | .. | 1 | 1 | 5 | 2 | 2 | | 4 | | 3 | | 3 | | 4 |
| Florida | 4 | 4 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Georgia | 32 | 23 | 9 | .. | .. | 2 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 4 | 2 | .. | 9 | 7 | 2 | | 7 | | 4 | | 3 | | 5 |
| Illinois | 55 | 47 | 8 | 1 | 1 | .. | .. | .. | .. | .. | .. | .. | 1 | .. | 1 | .. | 3 | .. | 1 | 7 | 5 | 1 | | 1 | | 2 | | 4 | | 1 |
| Indiana | 67 | 46 | 21 | 2 | 1 | 2 | .. | 3 | 1 | .. | .. | 1 | 2 | 3 | 2 | 2 | 1 | 1 | .. | 19 | 17 | 8 | | 9 | | 3 | | 3 | | 3 |
| Iowa | 24 | 19 | 5 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 1 | 1 | .. | .. | .. | .. | 4 | 4 | 3 | | 3 | | .. | | .. | | .. |
| Kansas | 6 | 3 | 3 | .. | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 3 | 2 | .. | | 1 | | 2 | | 1 | | 1 |
| Kentucky | 60 | 43 | 17 | .. | 1 | .. | 1 | .. | .. | 1 | .. | 1 | 2 | 1 | .. | .. | 3 | 2 | 5 | 17 | 8 | 5 | | 9 | | 7 | | 6 | | 6 |
| Louisiana | 18 | 14 | 4 | 1 | .. | .. | 1 | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. | 1 | 3 | 2 | .. | | 3 | | 1 | | 1 | | 1 |
| Maine | 26 | 22 | 4 | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | 1 | 2 | 4 | 3 | .. | | 2 | | 3 | | 1 | | 2 |
| Maryland | 32 | 25 | 7 | 2 | .. | .. | 1 | .. | .. | 2 | .. | 1 | .. | .. | .. | 1 | .. | .. | .. | 5 | 3 | 2 | | 3 | | 1 | | 1 | | 1 |
| Massachusetts | 43 | 42 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | .. | | .. | | .. | | 1 | | .. |
| Michigan | 29 | 20 | 9 | 1 | .. | .. | .. | 1 | 1 | .. | .. | .. | 1 | .. | 1 | .. | 3 | 1 | .. | 8 | 6 | .. | | 3 | | .. | | 2 | | 3 |
| Minnesota | 11 | 9 | 2 | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | 2 | 2 | .. | | 1 | | .. | | .. | | .. |
| Mississippi | 24 | 16 | 8 | 1 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 6 | 7 | 4 | 4 | | 4 | | 6 | | 5 | | 5 |
| Missouri | 48 | 32 | 16 | 1 | 1 | .. | 1 | 3 | 2 | .. | .. | .. | .. | .. | 2 | .. | 2 | .. | 4 | 15 | 12 | 6 | | 7 | | 1 | | 6 | | 3 |
| Nebraska | 5 | 4 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | 1 | .. | .. | | .. | | .. | | 1 | | 1 |
| Nevada | 7 | 1 | 6 | .. | .. | .. | .. | .. | .. | .. | 2 | .. | .. | .. | .. | 1 | .. | 1 | 2 | 6 | 1 | .. | | 3 | | 1 | | 3 | | 1 |
| New Hampshire | 14 | 12 | 2 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | 1 | 1 | .. | | .. | | 1 | | .. | | 1 |
| New Jersey | 27 | 25 | 2 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | .. | | 1 | | .. | | .. | | 1 |
| New York | 157 | 128 | 29 | 4 | 2 | 2 | .. | 2 | .. | 1 | 2 | .. | 1 | 2 | .. | 1 | 4 | 1 | 7 | 25 | 15 | 1 | | 6 | | 6 | | 10 | | 6 |
| North Carolina | 32 | 26 | 6 | .. | 1 | 1 | 2 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | 6 | 2 | 1 | | 4 | | 1 | | .. | | 1 |
| Ohio | 111 | 80 | 31 | 4 | 3 | 2 | 1 | 1 | 2 | 2 | 3 | .. | 1 | 1 | 2 | 2 | 1 | 1 | 5 | 27 | 18 | 13 | | 9 | | 3 | | 6 | | 4 |
| Oregon | 4 | 3 | 1 | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | | 1 | | .. | | .. | | .. |
| Pennsylvania | 127 | 101 | 26 | 6 | 1 | 2 | 2 | 2 | .. | 1 | 2 | 1 | .. | 2 | .. | 1 | .. | .. | 6 | 30 | 13 | 6 | | 10 | | 4 | | 5 | | 4 |
| Rhode Island | 7 | 7 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| South Carolina | 22 | 17 | 5 | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | 1 | 4 | 2 | .. | | 3 | | 1 | | 2 | | 2 |
| Tennessee | 48 | 33 | 15 | 3 | .. | .. | 1 | .. | 1 | .. | 1 | .. | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 12 | 10 | 4 | | 3 | | 3 | | 2 | | 2 |
| Texas | 8 | 5 | 3 | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 3 | 1 | .. | | 3 | | 2 | | 1 | | 1 |
| Vermont | 13 | 12 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | | .. | | .. | | .. | | .. |
| Virginia | 46 | 34 | 12 | 1 | 3 | 1 | .. | 1 | .. | 1 | 1 | .. | .. | .. | .. | .. | .. | .. | 4 | 11 | 8 | 4 | | 6 | | 3 | | 3 | | 2 |
| West Virginia | 10 | 6 | 4 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | 1 | 1 | .. | 3 | 2 | 1 | | 1 | | 1 | | 1 | | .. |
| Wisconsin | 27 | 20 | 7 | 2 | .. | .. | .. | 1 | 1 | 1 | .. | .. | .. | .. | .. | .. | .. | 2 | .. | 5 | 3 | 1 | | 3 | | .. | | 1 | | .. |
| Dist. Columbia | 6 | 5 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | 1 | 1 | .. | | .. | | .. | | .. | | .. |
| Colorado Ter | 4 | 2 | 2 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 2 | 1 | 1 | | 1 | | 1 | | 1 | | .. |
| New Mexico | 5 | 4 | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | | .. | | .. | | .. | | .. |
| Utah Ter | 3 | 3 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Washington Ter | 4 | 4 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Dakota Ter | 3 | 3 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Arizona Ter | 2 | 2 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Idaho Ter | 4 | ..... | 4 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 1 | .. | 1 | 1 | 4 | 2 | .. | | 3 | | 2 | | 3 | | 2 |
| Montana | 1 | 1 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| Wyoming Ter | 1 | 1 | ..... | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | .. | | .. | | .. | | .. |
| At large | 192 | 170 | 22 | 3 | .. | 1 | 1 | 1 | .. | .. | .. | 2 | .. | .. | 1 | 2 | 1 | 3 | 7 | 19 | 7 | 7 | | 8 | | 6 | | 9 | | 6 |
| Grand totals | 1,459 | 1,133 | 326 | 41 | 16 | 16 | 14 | 16 | 9 | 11 | 11 | 8 | 13 | 13 | 15 | 14 | 36 | 23 | 70 | 285 | 173 | 76 | | 133 | | 80 | | 98 | | 81 |

TABLE XXI.—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States.*

1.—GENERAL SCHOOL STATISTICS.

| Number. | City and State. | Number of inhabitants according to the census of 1870. | Number of children in school age. | Number enrolled. | Average number attending. | PRIMARY SCHOOLS. | | | | | | | GRAMMAR SCHOOLS. | | | | | | HIGH SCHOOLS. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | No. of schools. | Teachers. | | | Scholars. | | | No. of schools. | Teachers. | | | Scholars. | | | Teachers. | | | Scholars. | | |
| | | | | | | | Male. | Female. | Total. | Male. | Female. | Total. | | Male | Female. | Total. | Male. | Female. | Total. | Male. | Female | Total. | Male. | Female. | Total. |
| 1 | New York, N. Y | 907, 979 | 300, 000 | 237, 600 | 110, 000 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2 | Philadelphia, Pa | 759, 000 | .. | .. | 61, 283 | 323 | .. | .. | .. | .. | .. | .. | 55 | .. | .. | .. | .. | .. | .. | 2 | .. | .. | .. | .. | 503 |
| 3 | Brooklyn, N. Y | 406, 007 | 133, 000 | 77, 919 | 39, 582 | .. | .. | .. | .. | 12, 740 | 11, 492 | 24, 232 | .. | .. | .. | .. | 6, 075 | 6, 445 | 12, 520 | .. | .. | .. | .. | .. | .. |
| 4 | St. Louis, Mo | 312, 963 | 76, 443 | 20, 368 | 18, 979 | 33 | .. | .. | 255 | 9, 086 | 8, 917 | 17, 079 | .. | .. | .. | .. | .. | .. | .. | 1 | 12 | .. | 10 | 160 | 193 | 353 |
| 5 | Chicago, Ill | 297, 718 | 64, 709 | 34, 740 | 22, 064 | 9 | .. | 63 | .. | .. | .. | .. | 21 | 20 | 380 | 400 | .. | .. | .. | 1 | .. | 4 | 16 | .. | .. | 430 |
| 6 | Boston, Mass | 253, 924 | 43, 109 | .. | 30, 399 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 7 | Cincinnati, Ohio | 215, 000 | 100, 922 | 23, 581 | 18, 634 | 19 | .. | .. | .. | .. | .. | .. | 2 | .. | .. | .. | .. | .. | 1, 807 | 2 | 7 | .. | 19 | .. | .. | 691 |
| 8 | New Orleans, La | 184, 688 | .. | 21, 294 | 16, 147 | .. | 23 | 271 | 294 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 3 | 5 | 11 | 12 | .. | .. | .. |
| 9 | San Francisco, Cal | 150, 361 | 28, 785 | 19, 685 | 13, 113 | 30 | .. | .. | 214 | .. | .. | 10, 219 | 9 | 18 | 62 | 80 | .. | .. | .. | .. | .. | 5 | 10 | .. | .. | .. |
| 10 | Buffalo, N. Y | 114, 247 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 11 | Cleveland, Ohio | 93, 018 | 27, 524 | 11, 151 | 7, 222 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 12 | Pittsburg, Pa | 86, 254 | .. | 8, 088 | 7, 129 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | 138 |
| 13 | Detroit, Mich | 79, 619 | 27, 030 | 10, 717 | 6, 883 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | 4 | 103 | 131 | 234 |
| 14 | Milwaukee, Wis | 71, 464 | 24, 494 | 11, 407 | 5, 845 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. |
| 15 | Providence, R. I | 68, 870 | .. | 8, 333 | .. | .. | .. | .. | .. | .. | .. | 3, 740 | .. | .. | .. | .. | .. | .. | *4, 287 | 1 | .. | .. | .. | .. | .. | 300 |
| 16 | Rochester, N. Y | 62, 424 | 23, 505 | 6, 509 | 6, 236 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

* Including 2,060 in the intermediate schools.

TABLE XXI.—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States*—Continued.

II.—GENERAL SCHOOL STATISTICS.

| Number. | City and State. | EVENING SCHOOLS. | | | | | | | CORPORATE SCHOOLS. | | | | | | | CITY NORMAL SCHOOLS. | | | | | | | GRAND TOTAL. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of schools. | Teachers. | | | Scholars. | | | No. of schools. | Teachers. | | | Scholars. | | | No. of schools. | Teachers. | | | Scholars. | | | No. of schools of every kind. | Teachers. | | | Scholars. | | |
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | Male. | Female. | Total. | Male. | Female. | Total. | | Male. | Female. | Total. | Male. | Female. | Total. | | Male. | Female. | Total. | Male. | Female. | |
| 1 | New York, N. Y | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | 2,077 | ..... | ..... | |
| 2 | Philadelphia, Pa | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 432 | 432 | ..... | 80 | 1,435 | 1,515 | 41,069 | 40,214 | |
| 3 | Brooklyn, N. Y | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 4 | St. Louis, Mo | 12 | .... | .... | 43 | .... | .... | 2,134 | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 4 | .... | 104 | 104 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 5 | Chicago, Ill | 8 | .... | .... | .... | .... | .... | 3,303 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 6 | Boston, Mass | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 7 | Cincinnati, Ohio | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 2 | .... | .... | 32 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 8 | New Orleans, La | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 9 | San Francisco, Cal | 3 | .... | .... | 18 | .... | .... | 758 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 10 | Buffalo, N. Y | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 11 | Cleveland, Ohio | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 14 | 148 | 162 | ..... | ..... | |
| 12 | Pittsburg, Pa | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 13 | Detroit, Mich | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | 127 | ..... | ..... | |
| 14 | Milwaukee, Wis | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 15 | Providence, R. I | 6 | .... | .... | .... | 1,407 | 524 | 1,931 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 16 | Rochester, N. Y | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | |

**TABLE XXI.**—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States*—Continued.

III.—SCHOOL FINANCES.

| Number. | City and State. | Income. | | | | | | Expenditure. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Current expenses. | | | Incidental expenses. | | | |
| | | Balance on hand from last year. | Amount received from general State fund. | Amount received from city or county. | By taxation. | From other sources. | Total. | Teachers' wages. | Fuel, &c. | Total. | Sites, buildings, repairs. | Libraries and apparatus. | Total. | Total. |
| 1 | New York, N. Y. | | | | | | | $1,527,675 00 | | | | | | |
| 2 | Philadelphia, Pa. | | | | | | | 734,725 48 | | | | | $439,093 65 | $1,173,819 13 |
| 3 | Brooklyn, N. Y. | | | | | | | | | | | | | |
| 4 | St. Louis, Mo. | $36,014 73 | $36,706 45 | | $410,771 57 | $469,953 83 | $917,431 [illegible] | 207,072 80 | $7,702 96 | $215,675 76 | $181,890 78 | *$397,566 54 | | 938,815 90 |
| 5 | Chicago, Ill. | | | | | | | 425,000 00 | 35,000 00 | 595,410 89 | 667,000 00 | | 794,500 00 | 1,389,910 89 |
| 6 | Boston, Mass. | | | | | | | | | | | | | |
| 7 | Cincinnati, Ohio | | | | | | 740,328 07 | | | | | | | 680,011 37 |
| 8 | New Orleans, La. | | | | | | | | | | | | | 381,417 56 |
| 9 | San Francisco, Cal. | | | | | | | | | 325,015 18 | | | | 400,842 23 |
| 10 | Buffalo, N. Y. | | | | | | | | | | | | | |
| 11 | Cleveland, Ohio | | | | | | 187,042 95 | | | | | | | 187,042 95 |
| 12 | Pittsburg, Pa. | | | | | | | | | | | | | 135,116 88 |
| 13 | Detroit, Mich. | | | | | | | | | | | | | |
| 14 | Milwaukee, Wis. | | | | | | | | | | | | | 84,931 50 |
| 15 | Providence, R. I. | | | | | | | | | | | | | |
| 16 | Rochester, N. Y. | | | | | | 80,073 75 | | | | | | | 79,878 43 |

* Other expenses.

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